Santaluces Community High

2020-21 Schoolwide Improvement Plan

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Santaluces Community High

6880 LAWRENCE RD, Lantana, FL 33462

https://snhs.palmbeachschools.org

Demographics

Principal: Tameka Robinson

Start Date for this Principal: 7/1/2014

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: B (57%) 2017-18: B (56%) 2016-17: B (55%) 2015-16: B (57%)
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.](http://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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Santaluces Community High

6880 LAWRENCE RD, Lantana, FL 33462

https://snhs.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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.

Santaluces 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 while fostering post-secondary success through rigorous instruction, extracurricular opportunities, and responsible citizenship.

Provide the school's vision statement.

Santaluces Community High School will thrive as a collaborative and multicultural community where education, character, and lifelong learning are valued and supported.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Moore Robinson, Tameka	Principal	Principal Robinson is the Multi-Tiered System of Supports (MTSS)/School-wide Data-Based Decision making leader. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Gaddy, Terry	Assistant Principal	Mr. Gaddy (Community Night School AP - Oversees: PE/JROTC/Criminal Justice) is a MTSS/School-wide and night school Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Robinson, Shakeica	Assistant Principal	Ms. S. Robinson (Curriculum AP - Oversees: Master Board/English/Title I/ School Messenger) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process

Name	Title	Job Duties and Responsibilities
		2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Mawali, Wakisha	Assistant Principal	Mrs. Mawali (AP - Oversees: Trailblazers Program/Math/Social Studies/Student Discipline) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Montoya, David	Assistant Principal	Mr. Montoya (AP - Oversees: School Improvement/Facilities/Science/School Safety/Student Discipline) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year

Name	Title	Job Duties and Responsibilities
		5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Motter, Stacey	Other	Mrs. Motter-Fay (ESE Coordinator - Oversees: ESE Department/ESE Scheduling & Support Services/RTI/SBT) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Tanguay, Debbie	Instructional Coach	Mrs. Tanguay (Graduation Coach - Oversees: Monitor/Tracking of/Support Services for At-Risk Students/E20-20 Manager) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and

Name	Title	Job Duties and Responsibilities
		that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Leonor, Margarita	Other	Mrs. Leonor (ELL Coordinator - Oversees: ELL Department/ELL Scheduling & Support Services/RTI) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Robinson, Tara	School Counselor	Mrs. T. Robinson (Guidance Coordinator - Oversees: Guidance Department/ Guidance Scheduling & Services/RTI) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success

Name	Title	Job Duties and Responsibilities
Ramos, Ken	Dean	Mr. Ramos (9th Grade Dean - Oversees: Freshman Academy/SwPBS/ Student Discipline) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Seigel, Brian	Assistant Principal	Mr. Seigel (AP - Oversees: ESE/Reading/AVID/SwPBS/ESP/LEEs/Clubs/ Business Partners) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Cacace, Kristen	Assistant Principal	Mrs. Cacace (AP - Oversees: Guidance/PD/Equity & Access/EDW/Khan Academy) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step

Name	Title	Job Duties and Responsibilities
		problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Krupa, Jim	Assistant Principal	Mr. Krupa (AP - Oversees: Operations/Supervision/Graduation) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Brown, Glenn	Instructional Coach	Mr. Brown (Testing Coordinator/Math Coach - Oversees: Testing and Math - Monitor/Tracking of/Support for Alg 1 & Geometry) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data

Name	Title	Job Duties and Responsibilities
		4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Lacharite, Cynthia	Instructional Coach	Mrs. Lacharite (Reading Coach - Oversees: Reading - Monitor/Tracking of/ Support for Reading) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Porter, Winfred	Assistant Principal	Mr. Winfred (AP - Oversees: Eng 11/12/Foreign Languages/ELL/SBT/School Safety/Discipline) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data

Name	Title	Job Duties and Responsibilities
		7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success

Demographic Information

Principal start date

Tuesday 7/1/2014, Tameka Robinson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

152

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: B (57%)
	2017-18: B (56%)
	2016-17: B (55%)
	2015-16: B (57%)

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.

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	691	658	607	613	2569
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	61	59	36	35	191
One or more suspensions	0	0	0	0	0	0	0	0	0	102	106	98	88	394
Course failure in ELA	0	0	0	0	0	0	0	0	0	135	271	190	196	792
Course failure in Math	0	0	0	0	0	0	0	0	0	118	268	246	187	819
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	201	145	134	146	626
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	209	137	131	158	635
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	307	279	0	0	586

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	231	268	250	236	985

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	93	98	81	88	360
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	10	7	9	27

Date this data was collected or last updated

Saturday 9/12/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	670	688	645	637	2640
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	44	57	52	61	214
One or more suspensions	0	0	0	0	0	0	0	0	0	109	142	116	61	428
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	247	261	272	189	969
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	109	142	116	61	428

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	183	223	208	119	733

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	0	2	1	15	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	7	8	9	37

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	670	688	645	637	2640
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	44	57	52	61	214
One or more suspensions	0	0	0	0	0	0	0	0	0	109	142	116	61	428
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	247	261	272	189	969
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	109	142	116	61	428

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	183	223	208	119	733

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	0	2	1	15	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	7	8	9	37

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	48%	57%	56%	48%	55%	53%
ELA Learning Gains	48%	51%	51%	48%	50%	49%
ELA Lowest 25th Percentile	41%	43%	42%	45%	45%	41%
Math Achievement	45%	54%	51%	43%	48%	49%
Math Learning Gains	47%	45%	48%	47%	44%	44%
Math Lowest 25th Percentile	46%	43%	45%	43%	38%	39%
Science Achievement	65%	73%	68%	62%	71%	65%
Social Studies Achievement	70%	74%	73%	68%	70%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	48%	56%	-8%	55%	-7%
	2018	50%	56%	-6%	53%	-3%
Same Grade Comparison		-2%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	44%	54%	-10%	53%	-9%
	2018	47%	55%	-8%	53%	-6%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				

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	60%	69%	-9%	67%	-7%
2018	56%	67%	-11%	65%	-9%
Compare		4%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	71%	-71%
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	69%	-3%	70%	-4%
2018	63%	68%	-5%	68%	-5%
Compare		3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	64%	-23%	61%	-20%
2018	37%	62%	-25%	62%	-25%
Compare		4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	60%	-14%	57%	-11%
2018	43%	57%	-14%	56%	-13%
Compare		3%			

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	18	42	42	20	32	32	33	51		91	38
ELL	20	40	36	32	49	54	36	42		72	46
ASN	64	63		71	50		89	100		100	67
BLK	44	47	41	39	42	45	62	60		88	58
HSP	45	46	38	45	49	44	62	70		88	72
MUL	54	50		61	65		80	89		100	54
WHT	64	54	62	58	48	46	82	83		97	76
FRL	44	47	41	44	47	45	62	66		89	63
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	22	38	34	23	32	44	29	57		85	36
ELL	18	59	62	25	32	30	48	10		81	44
ASN	80	60		73	53		91	91		90	63
BLK	45	56	50	39	42	40	52	58		91	49
HSP	50	54	45	43	42	39	60	66		94	61
MUL	59	55		54	42		58	75		79	64
WHT	69	59	53	52	43	35	76	82		92	72
FRL	49	55	48	42	41	41	56	63		91	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
SWD	22	37	35	26	36	41	38	38		90	21
ELL	13	25	25	32	41	39	21	25		64	40
ASN	86	55		83	71		100	91		100	83
BLK	33	43	47	33	43	38	52	61		86	33
HSP	48	46	39	43	46	46	58	66		84	58
MUL	66	56		68	63		85			84	63
WHT	71	66	65	60	56	52	87	81		95	65
FRL	43	46	44	40	46	43	57	64		87	50

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

When looking at the subgroup data, our SWD had the lowest achievements in ELA (18% SWD) and in Math (20% SWD). Compared to 2018 data, SWD went down 4% in ELA and 3% in math. The contributing factors is that the students tend to come in as Levels 1/2 and teachers not meeting the rigors of the standards. When FY19 data is compared to the FY20 Winter ELA and Math District diagnostics (last assessment given due to COVID), SWD were at 26.8% for ELA (8.8% increase) and 19% for Math (1% decrease) with predicted scores of 3+.

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

When looking at school FY19 data we had a 8% decline in ELA learning gains, 7% decline in ELA Low 25% learning gains, and 4% decline in ELA proficiency compared to FY18

data. This was due to concerns with rigor in the classroom and not teaching the full extent of the standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our overall ELA proficiency had the greatest gap of -8% when compared to State data. When looking at FY20 Winter ELA diagnostic data (49% @ 3+) compared to District (57% @ 3+), there was a difference of -8%. This was attributed to students coming in as low Level 1/2 and teachers not meeting the rigors of the standards.

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

Our Math gains of the Lowest 25% went up 7%. As a math department, teachers met in professional learning communities to discuss data trends and best practices to meet students' needs. Additionally, administration went into classrooms daily to provide support and feedback.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our two areas of concerns when looking at the EWS data are the percentage of students scoring level 1 on the ELA FSA at 24% (52% level 1+2) and math at 25% (55% level 1+2) along with course failures in ELA and math. Based on the data for the percentage of students at a level 1 on reading and math, our focus will be to increase overall achievement and learning gains. The data trends show that a focus on a school wide literacy plan that includes the use of secondary remedial benchmarks, foundational skill development, scaffolding of instruction and professional development will help meet the full intent and rigor of the standards across content areas. SWD and ELL students will be targeted through differentiated instruction including the use of technology, small groups, tutorials, student and teacher data chats and student monitoring.
In regards to the failures, if we are not successful in addressing student deficiencies in skills and standards acquisition, then students will not meet their required graduation course and assessment requirements. As a result, students will not graduate from High School within their 4-year cohorts.

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

1. Promote learning gains and proficiency of ESSA sub groups (SWD, ELL), Lowest 25% and Level 1 + 2 students: we identified the sub groups and lower performing students. We reviewed teacher data to identify content area leaders with administration to help lead PLCs to better instructional practices and develop support mechanisms for identified students. After school, virtual and weekend tutorial sessions will be developed to help support and remediate students based on assessment data.
2. Increase in proficiency and learning gains in ELA: students arrive to high school with a lack of foundational grade level skills in reading. This lacking of skills causes teachers to have to remediate skills impeding on the rigors and expectations of grade level benchmarks. Remedial work has to be completed to ensure students close achievement gaps. Additionally, reading concerns are addressed across content areas to support student achievement. Teachers meet in PLCs to review student data and develop strategies to address deficiencies.
3. Increase in proficiency and learning gains in math: students arrive to high school with a lack of foundational skills in math. This lacking of skills causes teachers to have to remediate skills impeding on the time allotted for the rigors and expectations of course benchmarks. Remedial work has to be completed to ensure students close achievement gaps. Teachers meet in PLCs to review student data and develop strategies to address deficiencies. Supportive technology is used to enrich student learning.
4. Continue to increase graduation rate and to increase the number of students enrolled in

accelerated courses: By a student's senior year we ensure they have enrolled in at least one accelerated course; AP, AICE and/or Industry Certification. We reviewed our data and found that students who had potential to be successful in accelerated courses were not taking the opportunity to participate. We found that prerequisites for access were hindering enrollment though students had the potential and changed it to allow for more equity and access.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	To ensure progress towards student achievement and subgroups within FSA and EOC courses to support the expectations of LTO #3, Increase the high school graduation rate to 90%. The below areas of focus align with the District's Strategic Plan to Increase graduation rate to 90% because Algebra 1 EOC and 10th Grade English Language Arts are requirements for graduation: *SWD subgroup has the lowest achievement levels in ELA (18%) with a 4% decline compared to 22% in 2018. *SWD subgroup has the lowest achievement levels in Math (20%) with a 3% decline compared to 23% in 2018. *ELA achievement declined 4% to 48% compared to 52% in 2018. *ELA Learning gains declined 8% to 48% compared to 56% in 2018. *ELA Lowest 25% declined 7% to 41% compared to 48% in 2018. *Gap of 8% for ELA Achievement of School (48%) compared to State (56%). Please note that due to COVID-19, there were no state given EOCs or FSAs for FY20.
Measurable Outcome:	SWD subgroup will have a 14% increase in ELA proficiency from 18% to 32%. SWD subgroup will have a 12% increase in Math proficiency from 20% to 32%. ELA achievement will have a 10% increase from 48% to 58%. ELA Learning gains will have a 12% increase from 48% to 60%. ELA Lowest 25% will have 14% increase from 41% to 55%
Person responsible for monitoring outcome:	Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)
Evidence-based Strategy:	1. SWD and Level 1/2 ELA students will be remediated and enriched using Reading+ to build stamina and comprehension skills in Reading Courses. (Mrs. S.R.) 2. Implement school-wide literacy program to build stamina and comprehension skills with the assistance of District Literacy Department. (Mrs. S.R.) 3. Math teachers will implement a focused curriculum through PBC GO Math curriculum, Algebra Nation and Khan Academy for Algebra 1 students and SWD subgroup. (Mrs. M & Principal R) 4. Inclusion and general education teachers will engage in standards-based instruction cycle through PLCs and collaborative planning days mirroring the Florida Continuous Improvement Model to support all students and SWD subgroup. (All APs) 5. Differentiated small group instruction within all ELA, Reading, and Math Classrooms to support all students and SWD subgroups. (All APs) 6. Students will be provided with tutorials in ELA and Math (Mrs. M & Mrs S.R).
Rationale for Evidence-based Strategy:	1. Reading+, District provided resource that aligns with ELA FSA and accurately addresses student reading needs based on student performance. 2. With a large number of Level 1/2 students, a standards-based literacy program will support all students across all grade levels. 3. Algebra nation and Khan Academy offer a significant increase in satisfactory test scores. 4. Teachers will be able to determine needs of students in a timely manner along with helping to ensure lessons meet the demands of benchmarks and best practices for teaching. 5. Differentiated small group instruction is effective because teaching is focused on specific student needs. Evidence has demonstrated that ongoing observation of students, combined with systematic assessment enables teachers to support and enhance student

learning by an increase in the number of students with successful outcomes.
6. Provide students with additional opportunities for review and mastery of content outside the classroom setting.

Action Steps to Implement

1. & 3. Technology will be made available within ELA/SWD and Math classrooms with the use of Chromebooks and desktop computers. Students will have to use the programs for a minimum of 50 minutes per week in each course. Implementation will be monitored through observation, lesson plans, and usage data by administration.

Person Responsible   Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

2. A literacy program will be developed based on FSA ELA tested benchmarks. Teachers will be given PD on the program and how to implement in their various content areas. Implementation will be monitored through observation, lesson plans, student samples and PD sign in sheets by administration.

Person Responsible   Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

4. Teachers will meet in a weekly to bi-weekly basis in PLCs to review standards, analyze data, and determine best course of action based on student results. Full planning days will be provided at least once a semester to common plan. Implementation will be monitored through PLC agendas and minutes by administration.

Person Responsible   Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

5. Teachers will be provided with PD and/or mentoring to ensure small group instruction is taking place within their classrooms. Teachers will collaboratively practice differentiation by: designing lesson bases on students' learning styles, grouping students based on shared interest, topic or ability for assignments, assessing student' learning using formative assessments, managing the classroom for a safe and supportive environments, and using the FCIM to meet students' needs. Implementation
will be monitored through observations, lesson plans, PLC agendas and minutes, and student samples by administration.

Person Responsible   Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

6. Tutoring will be made available to all students and SWD subgroups after school and Saturdays (Feb - April) to provide specific support and review of current content and/or student needs in Math, ELA, SS, and Biology. When make up FSA/EOC occurs in Sept, students involved will be invited to blended tutorials based on tested area. Due to COVID, extra help/tutorials may be completed virtually or in blended environments. Implementation will be monitored through establishment of advertisement,established calendar dates, tutorial lesson topics and student sign in sheets by administration.

Person Responsible   Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and the goal to increase the academic instruction of all 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 contribution of Hispanics and Women to the US, and
*Sacrifices of Veterans in serving our country and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.
The instruction of above mentioned topics will be monitored through lesson plans and student samples by administration.
Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal CHIEFS guidelines of practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structure for a single school culture of excellence. The impact of the program will be monitored through the use of CHIEF tickets and comparison of referrals/incidents across years by administration.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Santaluces will continue to foster positive relationships with parents, families, and stakeholders through parent engagement meetings that will focus on the holistic needs of students. These meetings will focus on educating parents on the resources that are available to their learners, as well as strategies that can be used to support the learning that takes place in the classroom.
Santaluces provides incoming 9th graders with a Freshman Academy. All 9th graders are placed in small learning communities with a team of teachers who help to make a smooth transition to high school for the incoming cohort. Incoming 9th graders who may need additional support transitioning to high school are invited to Santaluces for a virtual summer Jump Start program where they earn high school credit and work directly with a senior class mentor.
Santaluces students in grades 10 -12 are provided with a guidance counselor and AP based on alphabetical listing. This allows students, counselors and APs to develop relationships over the students' academic career. Senior students are invited to college presentations by transition specialists and college

representatives. Seniors in the AVID program visit college campuses to orient themselves to the college life. Dual enrollment courses are provided on campus to model the college format for seniors prior to their exit from high school. AICE and AP courses are offered to students to receive potential college credit when they graduate. We encourage each student take at least one AICE or AP course.

Santaluces uses DIstrict provided Character-development programs with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. Additionally students are supported in school-based character development programs such as "Boys to Men" and "Women of Tomorrow."

Santalucesl implements a Single School Culture by consistently referring to the universal guidelines CHIEFS matrix, whereby each letter in CHIEFS exemplifies the following: C is Confidence, H is High Expectations, I is Integrity, E is Empathy, F is Focus, and S is Success. Following Grade-Level Assemblies, the behavioral matrix and teacher expectations are covered and re-taught with all students. Communicating with parents and monitoring SwPBS ensures success. We instill an appreciation for multicultural diversity through anti-bullying

campaign, structured lessons, and implementation of SwPBS. Students are continuously praised for adhering to the matrix and are given incentives through several recognition mechanisms for behavior and academics.

The school uses the AVID model to promote college awareness among students. College Representatives are invited on campus and participation in the presentations is open to all students during the school day. Santaluces participates in ASVAB testing to help drive career choices. Santaluces partners with community organizations who provide college scholarships.

Santaluces houses several academy programs that facilitate the earning of industry certifications which yield immediate employment in the community in above entry level jobs. The school also promotes a post-secondary celebration day to recognize seniors who have been accepted to various colleges and the Armed Services with the entire student body.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$120,189.29**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	100-Salaries	1611 - Santaluces Community High	Title, I Part A		$96,228.39
		Notes: Funds will be used to pay for tutoring program (salary and benefits)				
	5100	510-Supplies	1611 - Santaluces Community High	Title, I Part A		$23,660.90
		Notes: Paper, pencils, markers, tape, bulletin paper for classrooms and tutorials				
	7800	460-Diesel Fuel	1611 - Santaluces Community High	Title, I Part A		$300.00
		Notes: Fuel for school bus for Saturday tutorials (pick up and drop off students)				
					Total:	**$120,189.29**