

The School District of Palm Beach County

# Palm Beach Lakes High School



## 2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>24</b>
<b>Budget to Support Goals</b>	<b>25</b>

# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (43%) 2017-18: C (49%) 2016-17: D (39%) 2015-16: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>25</b>

## Palm Beach Lakes High School

3505 SHILOH DR, West Palm Beach, FL 33407

<https://pblh.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

### School Board Approval

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

### SIP Authority

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

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities 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 provides 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 (School Counselors, registration, withdrawals, ), ELL Department, Attendance clerk, Data Processors, all secretarial staff and teachers. Supervises Testing, credit recovery and the Graduation Cohort, ESP Contact. Supervise and manage 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 provides support to teachers as they implement the strategies in their classes. Also provides resources to support the facilitation of instruction.



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.
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.
Lowery, Charlyn	Assistant Principal	Supervises and evaluates teachers in the Reading and the ELA Departments. Provides and supports the common vision for the school which includes the use of data-based decision-making, Ensures professional development is implemented and provides support to teachers as they implement the strategies in their classes. Also provides resources to support the facilitation of instruction.

## Demographic Information

### Principal start date

Friday 7/1/2016, Rosalind Gray Mccray

**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.*

5

**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.*

35

**Total number of teacher positions allocated to the school**

157

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (43%) 2017-18: C (49%) 2016-17: D (39%) 2015-16: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	816	784	649	589	2838
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	45	177	145	116	483
One or more suspensions	0	0	0	0	0	0	0	0	0	114	192	175	137	618
Course failure in ELA	0	0	0	0	0	0	0	0	0	93	420	235	232	980
Course failure in Math	0	0	0	0	0	0	0	0	0	56	254	205	187	702
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	323	280	285	225	1113
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	350	283	19	104	756
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	515	390	0	0	905

**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	318	447	286	275	1326

**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	0	2	9	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	16	9	12	48

**Date this data was collected or last updated**

Friday 6/5/2020

**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	802	723	659	625	2809
Attendance below 90 percent	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	114	133	132	81	460
Course failure in ELA or Math	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	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	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

### 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	802	723	659	625	2809
Attendance below 90 percent	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	114	133	132	81	460
Course failure in ELA or Math	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	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	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

## 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	
	(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	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	
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
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%	0
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%	0
Native American Students	
Federal Index - Native American Students	24
Native American Students Subgroup Below 41% in the Current Year?	YES

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	2
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	53
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	45
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	43
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.**

FY19 data shows our lowest component is within math achievement. Our score was 26% and in 2018 scored 43%, this is a decline of 17%. Algebra EOC declined by 10% and our Geometry EOC had a decline of 15%. SWD's had a significant drop in all math components. Our AML 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 of new teachers 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.

**MIDYEAR DATA FY20:**

10th-grade cohort + 8.4% points from FSA 19 to Diag 20 in ELA.

9th-graders, + 2.4% growth from FSA 19 to Diag 20 + 3.2% Diag 19 to Diag 20.

10th grade + 1.6% increase from FSA 19 to Diag 20 and + 4.2% Diag 19 to Diag 20.

Biology + 13.9% increase from FY19 FSA to FY 20 Diag.

9th grade our subgroups FSA 19 to Diag 20 and Diag 19 to Diag 20 in ELA:

ELLs +0.8 to +2.1%,

SWDs, + 0.8 to + 2.9%,

Blacks + 2.4 to +3%,

Hispanics+10.5 to +8.6

10th-grade subgroups +1.9 to +7.3%.

Blacks +1.9 to +5.5%, our SWDs + 5.9 to +7.3%.

Subgroups not demonstrating growth is our Hispanics and ELLs with a declining range of -1.2 to -7.3.

**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 be attributed to novice teachers within the content. The school has identified highly effective teachers and transferred them into the Biology department.

During the midyear, we see our Math scores either stayed the same or had a slight decline, our focus this year is to ensure we have content experts properly placed to support our students of highest needs, specifically our ESSA subgroups.

**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 components. Based on our school population we prioritize improving learning gains in all components within all subgroups.

After reviewing our midyear data, we see PB Lakes is on the correct path towards closing the gap.

### **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 achievement +7%, math achievement +5%, social studies +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 improved ELA achievement by 5%. The contributing factors for improved 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.

During midyear our 9th grade ELLs demonstrated +0.8 to +2.1%. We can attribute this growth to a focused, streamlined instruction to support learning. Our ESOL teachers collaborate closely with the English teachers to focus on L25s and we reallocated content experts to lead instruction.

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

After reviewing the EWS data we have determined that the 2 potential areas of concerns are level 1 on statewide assessments and course failure in ELA and math. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation required assessments and not graduate from High School in a timely manner. We plan to review data carefully and analyze students strengths and weaknesses. Our Algebra & Geometry students were placed in a Liberal Arts math class. During this class the students will receive additional supports with the foundations of both content areas to ensure success in meeting the rigor of the content. We will have host in-school tutorials to further support student success. All students will be escorted from their elective courses to attend tutorial classes. We found that our student population was not successful with after school programs. They have other responsibilities to support themselves and their families which impeded the tutorial program's success. We motivate student participation through various activities & clubs.

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

1. Ensure learning gains & progress for ESSA categorized sub groups (ELLs, SWDs, and AMI): we analyzed student data to identify which students fall under various subgroup categories. We reviewed teacher data to identify content area experts to lead instruction and to ensure support for the identified students. We paired our strongest academic teachers with our most needy populations.
2. Ensure student progress and achievement in all content areas, decreasing the number of failures: Teachers were provided mentoring and professional support during PLCs. We provided individualized real-time coaching to our teachers to assist with classroom management and effective teaching practices. We also have an external consultant to work with our newest teachers to provide additional support, mentoring & guidance.
3. Decrease the amount of level 1's on statewide assessments: we analyzed data and catered our in-school tutorial program to support our level 1 and level 2 students. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance.
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 are enrolled in an accelerated course; ACE or Industry Certification. We reviewed data and found many of our students have the potential to be successful in acceleration courses. We want to be certain all our students are given

the opportunity for success. We developed an incentive program to further support all student success.

### Part III: Planning for Improvement

#### Areas of Focus:

## #1. Instructional Practice specifically relating to Small Group Instruction

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.

### Area of Focus Description and 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. When looking at our data, we see that our current 10th-grade cohort increased 8.4% points from FSA 19 to Diag 20 in ELA. In addition, our 9th-graders, have demonstrated a 2.4% growth from FSA 19 to Diag 20 and a 3.2% growth when comparing Diag 19 to Diag 20. When comparing 10th grade we see a 1.6% increase from FSA 19 to Diag 20 and 4.2% increase when between Diag 19 to Diag 20. Our Biology scores show a 13.9% increase from FY19 FSA to FY 20 Midterm comparison.

During the FY20 Midyear, our 9th grade subgroups  
FSA 19 to Diag 20 and Diag 19 to Diag 20 comparison in ELA, we see:  
ELLs + 0.8 to 2.1% increase,  
SWDs + 0.8 to a 2.9% growth,  
Blacks + 2.4 to 4% increase,  
Hispanics are at 8.6 and a 10.5 increase.  
Our 10th-grade subgroups are also showing increases ranging from 1.9 to 7.3%.  
Blacks + 1.9 to 5.5%,  
SWDs + 5.9 to 7.3%.

Our measurable outcome for FY20 was:  
ELA Achievement: 35% ELA Learning Gains: 44% (47%) ELA Low 25%: 40%  
Math Achievement: 35% (we dropped 17%) Math Learning Gains: 45% Math Low 25%: 7% (35%)  
Science Achievement: 55%  
Social Studies Achievement: 58%

### Measurable Outcome:

FY21 - Goals will remain the same as FY20 due to the lack of data because of state-mandated school closures (COVID-19) and the cancellations of state assessments. Intended outcome for our school within ELA achievement is a gain of 5%; which is 35% achievement.  
Our intended outcome for our subgroups is a 5% growth or more in all areas. Specifically we want to see our ELLs achievement an increase of 26%, SWDs achievement an increase of 22%, and AMI Learning Gain increase to 35% to close the achievement gap.

### Person responsible for monitoring outcome:

David Alfonso (david.alfonso@palmbeachschools.org)

### Evidence-based Strategy:

1. Focused tutorials for low 25% (SWD, ELL & AMI)
2. Technology (Reading Plus, Khan Academy, IXL, Mathia)
3. Data Chats: Leadership to teachers, Teachers to students, Teachers/students to parents
4. Pathway to Success - High school graduation and post graduate focus
5. Score at the Top

### Rationale for

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.

**Evidence-based Strategy:**

2. Technology (Reading Plus, Khan Academy, IXL, Mathia) 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.
5. Score at the Top - Targeted tutorials for juniors & seniors to support earning a concordant score in Math & Reading.

**Action Steps to Implement**

1. Focused tutorials for low 25% (SWD, ELL & AMI)
  - a. Students will take the District created Diagnostics to demonstrate strengths & areas of needs.
  - b. Use data to target students that will benefit from tutorials.
  - c. Develop a tutorial schedule for after & during school hours
  - d. Use data to choose content area experts to provide instruction
  - e. Monitoring will occur through lesson plan review, student progress (data) ananlysis, implementation and fidelity walks (grade level APs).

**Person Responsible** Sarah Docekal (sarah.docekal@palmbeachschools.org)

2. Technology (Reading Plus, Mathia Khan Academy, Flocabulary, Kami, Kahootz, Quizlets, Padlet, and Near Pod (Live & Distance Learning)
  - 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 AMIs.
  - c. Monitoring will occur through student data reports, lesson plan review and classroom observations (teachers, coaches and grade level APs).

**Person Responsible** Sarah Docekal (sarah.docekal@palmbeachschools.org)

3. Data Chats: Leadership to teachers, Teachers to students, Teachers/students to parents
  - a. Create data sheet
  - b. Pull student data to determine areas of weakness and strengths
  - c. Counselors develop schedules for data conversations with students
  - d. Teachers and administration participate in data chats during PLCs.
  - e. Teacher to parents and student data chats occur as requested by teacher or by parent.
  - f. Monitoring occurs weekly through meetings with teachers, students, counselors and administration

**Person Responsible** Rosalind Gray-McCray (rosalind.graymccray@palmbeachschools.org)

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 Acceleraton classes
  - c. ROTC - Students apply for acceptance into the program. The program supports students in learning life skills of responsiblity 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, fidelity walks and lesson plan reviews (Teachers, Counselors, McCray, APs).

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

5. Score at the Top

- a. Use data to target juniors & seniors that will benefit from tutorials.
- b. Develop a tutorial schedule for after & during school hours.
- c. Tutors are provided by the company
- d. Monitoring will occur through lesson plan review, student progress, implementation and fidelity walks (grade level APs).

**Person Responsible** Sarah Docekal (sarah.docekal@palmbeachschools.org)

**Additional Schoolwide Improvement Priorities**

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

**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.**

To expose all our students and develop racial and cultural sensitivity/responsiveness, we require all freshmen take African/African American and Latino/Caribbean studies. This is an interdisciplinary academic field that is primarily devoted to the study of the history, culture, and politics of black people from the United States. The value of pursuing African American studies is gaining knowledge and an understanding of the past and present situation of African/Latino-descended people in the United States. This discipline prepares students to critically examine, explore, and analyze the unique experiences of African/Latino-descended people. This has permitted our students to develop self-esteem and to be more conscientious of our differences and similarities.

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 statute 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. AVID helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. These elements are at the core of our approach to closing the opportunity gap. Students work together to master new content through inquiry-based tutoring. Students learn how to ask questions that go beyond memorization and encourage higher-level thinking. Students learn to recognize the most important parts of a lesson, create questions to guide their studying, and revisit and refine their notes to solidify learning. Finally, students work in collaborative activities which are structured and graded to promote participation from each student.

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). This program has afforded our teachers the opportunity to recognize the need for social/emotional development of all our students and build relationships. It has allowed our teachers & students to develop contracts of respectful behaviors and expectations towards each other to support academic progress.

Our SwPBSS utilizes RAM Bucks as an incentive. Students receive the incentive when they demonstrate the Six Pillars of Character and when they achieve academic success. Students are provided with a plethora of opportunities to earn RAM Bucks in their classes, in the hallway,



## 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.

At Lakes our School Advisory Council is an active member of school improvement. We work together to ensure all decisions made positively impact student outcomes and achievement.

We have various business partners that have collaborated with us to support and incentivize student achievement:

- Score at the Top: supports ACT & SAT prep to ensure college and career readiness.
- Neighborhood Churches: supply monies needed for incentives and parent/family events.
- Suits for Seniors: is an 8-week program supporting seniors to understand entrepreneurship and how to properly present yourself as an active member of society. Role model speakers are invited to lead student discussions and seminars like Stock and share best practices.
- Johnson Scholars & Take Stock: Community members serve as 1:1 mentors for our students. They support social emotional and academic development.
- Women of Tomorrow: Exceptional female leaders of the community support by mentoring and providing advice and hands-on life experiences.
- West Palm Beach & Palm Beach County Fire Rescue: supports our Choice program to volunteer and support student hands-on learning.
- Chase granted our school money to support the Fire Academy Choice program to purchase materials and resources.

Our SwPBSS utilizes RAM Bucks as an incentive. Students receive the incentive when they demonstrate the Six Pillars of Character and when they achieve academic success. 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.

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). This program has afforded our teachers the opportunity to recognize the need for social/emotional development of all our students and build relationships. It has allowed our teachers & students to develop contracts of respectful behaviors and expectations towards each other to support academic progress.

AVID's mission is to close the achievement gap by preparing all students to succeed in education and global society. We offer AVID 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. At Lakes we strive to ensure our students have multiple opportunities to visit Universities to instill the passion and desire to attend and further their education.



We continuously develop student school spirit and pride through various clubs; Chess Club, Carribaen Club, National Honor Society, First Priority, Key Club, and many more.

### 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: Instructional Practice: Small Group Instruction				\$2,745.27
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1851 - Palm Beach Lakes High School	School Improvement Funds	2495.6	\$2,745.27
			Notes: All monies will be used towards a program & process towards increasing high school graduation.			
Total:						\$2,745.27