Santaluces Community High

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Santaluces Community High

6880 LAWRENCE RD, Lantana, FL 33462

https://snhs.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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	Position 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

Name	Position 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
Mawali, Wakisha	Assistant Principal	Mrs. Mawali (AP - Oversees: Trailblazers Program/Math/Social Studies) 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

Name	Position Title	Job Duties and Responsibilities
		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
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
Ramos, Ken	Dean	Mr. Ramos (9th Grade Dean - Oversees: Freshman Academy/PBS/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

Name	Position Title	Job Duties and Responsibilities
		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/PBS/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/ Technology/Science) 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

Name	Position Title	Job Duties and Responsibilities
		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/Freshmen 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 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/PBS) 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	Position Title	Job Duties and Responsibilities
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 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
Harrell, Kristen	School Counselor	Mrs. Harrell (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
Varon, Geraldine	Other	Mrs. Varon (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:

Name	Position Title	Job Duties and Responsibilities
		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
Strait, Jean	Graduation Coach	Mrs. Strait (Graduation Coach - Oversees: Monitor/Tracking of/Support Services for At-Risk Students) 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

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

154

Total number of students enrolled at the school

2,635

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

17

Demographic Data

Early Warning Systems

2021-22

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	656	693	667	619	2635
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	49	52	67	42	210
One or more suspensions	0	0	0	0	0	0	0	0	0	31	14	10	7	62
Course failure in ELA	0	0	0	0	0	0	0	0	0	192	350	280	312	1134
Course failure in Math	0	0	0	0	0	0	0	0	0	147	361	338	308	1154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	188	217	163	141	709
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	393	353	242	313	1301
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	374	304	0	0	678

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	173	345	285	288	1091

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	0	10	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	3	8	14	34

Date this data was collected or last updated

Sunday 9/12/2021

2020-21 - 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	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

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											Grade Level			**Total**
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	57%	56%	52%	57%	56%
ELA Learning Gains				48%	51%	51%	56%	53%	53%
ELA Lowest 25th Percentile				41%	43%	42%	48%	46%	44%
Math Achievement				45%	54%	51%	43%	54%	51%
Math Learning Gains				47%	45%	48%	42%	47%	48%
Math Lowest 25th Percentile				46%	43%	45%	39%	43%	45%
Science Achievement				65%	73%	68%	60%	72%	67%
Social Studies Achievement				70%	74%	73%	66%	73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	48%	56%	-8%	55%	-7%
Cohort Comparison						
10	2021					
	2019	44%	54%	-10%	53%	-9%
Cohort Comparison		-48%				

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
2021					
2019	60%	69%	-9%	67%	-7%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	69%	-3%	70%	-4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	41%	64%	-23%	61%	-20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	60%	-14%	57%	-11%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Listed below is the breakdown for each grade level and the progress monitoring tools used for each. Please note that the number of students per each time period will vary due to the number of students that tested for each progress monitoring period. Teachers and the school leadership teams made attempts to contact students and families to get students to make up missed assessments.

9 ELA: Fall Diagnostic; Winter Diagnostic; Spring Grade 9 ELA USA 3,4
9 Math: Algebra 1 USA 1-3, Winter Algebra 1 USA 4-6, Spring Algebra USA 9-10
9th Grade Biology: Fall USAs 1,2,3,4, Winter Biology District Midterm, Spring Biology USAs 5,6,7,8,9,10

10 ELA: Fall Grade 10 ELA USAs 1,2; Winter ELA District Midterm; Spring Grade 10 ELA USAs 3,4
10 Math: Geometry: Fall Geometry USA 1-2 , USA 3-4; Winter Geometry District Midterm; Spring USA 5-7, USA 8-10
10th Grade Biology: Fall USAs 1,2,3,4, Winter Biology District Midterm, Spring Biology USAs 5,6,7,8,9,10

11 ELA: Fall FSA ELA retake/Coordinate Score, Winter FSA ELA Retake/Coordinate Score, Spring FSA ELA Retake/Coordinate Score
11 Math: Fall Alg 1 Retake/Coordinate Score, Winter Alg 1 Retake/Coordinate Score, Spring Alg 1 Retake/Coordinate Score
11 US History: Fall US History USAs 1,2,3; WInter US History District Midterm; Spring US History USAs 4,5,6,7,8

12 ELA: Fall FSA ELA Retake/Coordinate Score, Winter FSA ELA Retake/Coordinate Score, Spring FSA ELA Retake/Coordinate Score
12 Math: Fall Alg 1 Retake/Coordinate Score, Winter Alg 1 Retake/Coordinate Score, Spring Alg 1 Retake/Coordinate Score

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	499/49%	609/27%	327/35%
	Economically Disadvantaged	379/37%	463/21%	249/27%
	Students With Disabilities	52/19%	88/6%	45/10%
	English Language Learners	29/3%	40/5%	29/15%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	359/44%	263/30%	213/55%
	Economically Disadvantaged	280/34%	200/23%	162/42%
	Students With Disabilities	74/26%	38/32%	36/58%
	English Language Learners	50/44%	44/14%	39/46%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	136/93%	130/86%	131/93%
	Economically Disadvantaged	103/71%	99/65%	100/71%
	Students With Disabilities	7/64%	5/40%	6/83%
	English Language Learners	0/0%	0/0%	0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	476/62%	556/47%	412/58%
	Economically Disadvantaged	362/47%	423/36%	313/44%
	Students With Disabilities	48/54%	65/19%	46/35%
	English Language Learners	41/27%	40/8%	41/20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	469/56%	284/42%	419/49%
	Economically Disadvantaged	356/43%	216/32%	318/37%
	Students With Disabilities	63/41%	39/18%	60/35%
	English Language Learners	25/56%	13/31%	29/52%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	421/56%	315/41%	365/62%
	Economically Disadvantaged	320/43%	239/31%	277/47%
	Students With Disabilities	60/40%	54/22%	55/49%
	English Language Learners	39/47%	20/35%	33/50%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	619/32%	619/33%	619/49%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	89/8%	89/8%	89/16%
	English Language Learners	79/4%	79/4%	79/11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	619/61%	619/61%	619/65%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	89/25%	89/26%	89/33%
	English Language Learners	79/22%	79/22%	79/27%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	396/60%	463/68%	340/62%
	Economically Disadvantaged	300/46%	352/52%	258/47%
	Students With Disabilities	56/43%	58/45%	45/47%
	English Language Learners	40/25%	27/37%	40/37%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	607/72%	607/80%	597/83%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	73/48%	73/52%	86/66%
	English Language Learners	74/26%	74/38%	56/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	607/86%	607/93%	597/94%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	73/67%	73/70%	86/76%
	English Language Learners	74/66%	74/86%	56/84%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	32	30	13	24	31	31	26		97	36
ELL	14	37	37	12	21	26	30	22		86	62
ASN	83	74					83	84		94	100
BLK	33	39	32	19	23	29	37	50		97	55
HSP	40	40	31	22	20	23	51	49		94	70

2021 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 2019-20	C & C Accel 2019-20
MUL	53	34		28	13		68	58		95	68
WHT	57	54	46	38	31		62	76		99	82
FRL	36	39	34	20	20	24	45	50		96	64

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

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

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

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

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall, ELA success increases through the grade levels (9th: 35% to 12th: 83%) When looking at the subgroup data, our SWD had the lowest achievements in ELA (18%
SWD) and in Math (20% SWD) in 2019. Compared to 2018 data, SWD went down 4% in ELA and 3% in math. Further analysis shows that SWD students struggled throughout the year on FSA ELA District provided assessments with scores declining from 19% to 10% in 9th grade and from 54% to 35% in 10th Grade in 2021. Slow growth was also seen in 11th grade FSA ELA Retake data with only 16% of the SWD population receiving a passing score. Positive growth was seen for 12th graders in ELA with 66% receiving a passing retake score.
Our ELL population had similar small growth trends in grades 9 (15% in Spring) and 10 (20% in Spring) on District FSA ELA assessments in 2021. Small growth was seen on 11th grade ELA FSA assessments (11%) while 12th grade ended with 50% of the students receiving a passing score.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA in grades 9-11 demonstrate the greatest need for improvement. Less than a third of SWD had success on District assessments across grade levels. Furthermore, only 16% of SWD students had a passing score on FSA ELA retakes or concordinate score. Our ELL population had 20% or less success on FSA ELA District assessments. Furthermore, only 11% of ELL 11th grade students received a passing score on the FSA ELA retake assessments.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the COVID outbreak, stakeholders had to face a blended learning environment that had some students physically in front of a teacher with the majority of students behind a computer screen. Stakeholders had to become dependent on technology to teach and learn. Having a blended learning environment hindered teachers and students. Outside of technology issues, students struggled to keep up attendance which in turn hindered learning. Furthermore, activities such as small group instruction and rotational models typically used within Reading and Language Arts classrooms, were either modified or not used with fidelity due to the limitations of technology and experience.
For the FY22 School year, students are now all back in the classroom. Teachers can begin to support

students through more traditional means of teaching practices. The use of rotational models and small group instruction can now be used with fidelity prior to the COVID outbreak. Additionally the opportunity for more in-person student engagement will occur.

Data chats which typically occur between students and teachers were not used in the same fidelity as in a traditional classroom setting. Opportunities to discuss student progress and feedback was lost. With students being back in the classroom, teachers can use data chats in a more personable format with students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

12th graders overall in the areas of ELA and Math FSA showed the most improvement. Over the course of the FY21 school year, the seniors steadily increased the number of students proficient in ELA and math. 83% of seniors in 2021 had a passing score or concordinate on the FSA ELA graduation requirement. Additionally, 94% of all seniors had a passing score or concordinate on the FSA Math graduation requirement. The SWD subgroup had proficiency scores of 76% in math and 66% in reading. ELL students had proficiency scores 50% in reading and 84% in math,

What were the contributing factors to this improvement? What new actions did your school take in this area?

The seniors benefited from having their 9th and 10th grade years in front of a teacher in a traditional classroom format. Students were taught the skill sets needed for success previously in the classroom. Senior teachers had to focus less on teaching the basics of how to read and critically think and more on tweaking skill sets. Teachers were trained through District Professional development on how to best use technology in classrooms. Additionally teachers and school leaders focused heavily on making sure seniors were attending classes. This included phone calls, emails and home visits with students and their families.

What strategies will need to be implemented in order to accelerate learning?

Remediation and the introduction of reading skills and critical thinking will be needed to address student deficiencies. A school-wide literacy program that starts at the beginning of the school year will be used across grade levels and content to help ensure students are being exposed to reading skills and critical thinking. The use of content teacher driven Professional Learning Communities with inclusion teachers to help analyze student work, remediation/reteach strategies, rigorous work and promote best teaching practices. To further support teachers, daily classroom walkthroughs will be used by administrators to provide feedback on classroom instruction. Students will be provided with remediation classes to make up failed courses for a second chance to work on deficient skills and knowledge. After school tutoring in the areas of math and reading will need to be established to provide additional support.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided with various professional development opportunities to accelerate learning. One such monthly opportunity will address the school-wide literacy plan. Teachers will be given instruction and resources on how to use critical thinking and reading skills within classrooms that are aligned to FSA ELA benchmarks. PLCs are also professional development opportunities occurring weekly to bi-weekly to allow teachers to adjust their instruction based on collaboration and data. To cover rigor in classrooms, teachers can be provided opportunities to learn what is rigor and how to implement in the classroom. With data being a contributing piece in analyzing student progress, teachers can be provided the opportunity on how to use pull and use data. The professional development can be covered as a small group breakout session or practiced in PLCs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to put standards-based instruction and differentiation as our driving force supported by student data. Teachers will meet in PLCs with to help ensure materials and strategies meet the rigors of the benchmarks and best teaching practices. The PLCs will also help inclusion and ELL teachers to collaborate with the content based teachers to further support student engagement and learning. Teachers will be able to develop ways to scaffold skills and materials for students through PLCs. Teachers can also plan out how to differentiate instruction. By participating in the PLCs, it will help build the capacity of the teachers with "right now" professional development through discussion and implementation of the content within PLCs. Administration will support the PLC process through attending PLCs and classroom walkthroughs.

To help build on success with our students we want to ensure that the School-wide Literacy plan is in place and implemented consistently. Teacher will be provided PD activities to assist with implementing the program. Follow up by administration through classroom walkthroughs and feedback will assist in assuring the material is used correctly with fidelity. Data shows our students are struggling with reading based analytical and comprehension skills.

Those students needing additional support, extended learning opportunities will be provided through after school and Saturday tutorials and in-school bootcamps. Saturday EOC and FSA tutorials will begin in January-February.

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. *SWD subgroup for 11th grade were 16% proficient on FSA ELA for FY21 *SWD subgroup for 11th grade were 33% proficient of FSA Alg 1 or concordante score for FY21 *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%).
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% SWD subgroup for 12th grade will have a 34% increase in ELA/Concordate proficiency score from 16% to 50% SWD subgroup for 12th grade will have a 27% increase in FSA Alg 1/Concordate proficiency score from 33% to 60%
Monitoring:	District provided common assessments will be used to track student progress based on District Scopes and Pacing. Administration will meet with teachers to have data chats based on assessment results. Teachers will meet in PLCs to review data, determine remediation, and best practices for implementation, engagement, scaffolding and differentiation of rigorous content. Minutes and sign in sheets from PLCs will be used to monitor collaboration by administrators. Administrators will conduct daily walkthroughs with applicable feedback to monitor the use of PLC strategies, student engagement, and if the rigor of the standards are being met. Administrators will monitor and provide feedback to teachers on the use of the school-wide literacy program on a monthly basis. Administrators will monitor the use of assistive technology programs to ensure they are being used with fidelity.
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, iXCEL 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, Math and EOCs (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, Khan Academy iXCEL 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 (Math September, EOC assessments 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. 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

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After reviewing SafeSchoolsforAlex.org we see SCHS ranks 271 out of 505, Moderate when compared to all high schools statewide. We reported 3.1 incidents per 100 students. This rating was for a total enrollment of 2.651, with 83 incidents for the 2019-2020 school year. When looking at the ranking details the incidents rated "High" are Violent Incidents. Our issues fall under Fighting, Sex Offenses, Physical Attack, Sexual Harassment and Robbery; 37 incidents total. We were ranked "Very High" for Property Incidents. Our issues fall under Larceny, Theft or Motor Vehicle; 5 incidents total. SCHS ranked "MIddle" for Drug/Public Order incidents. Our issues fall under Tobacco, Drug Use or Possession, Except Alcohol, Other Major Offenses, Weapons Possession, Disruption on Campus, and Trespassing; 41 incidents total. Our total Suspension Rate was ranked "High." We had 321 in-school suspensions and 240 out of school suspensions in 2019-2020.

To support our students and make an impact on incidents and in/out of school suspensions, we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student handbook, and monitoring PBS through data and AVID strategies, lessons and resources. To promote positive behaviors, the PBS team has developed "CHIEF Tickets" to be given out to students by any staff member when students do the right thing. Students will then have an opportunity to win small prizes and PBS t-shirts. Students will also be recognized on CHIEF TV for their accomplishment.

School based mentoring groups "Boys to Men" and "Women of Tomorrow" will provide mentoring of our at-risk students to support and foster positive relationships with all. The mentoring programs will also help students further develop their self worth and make more positive choices. Our Safe Schools Behavior Specialist will also be used to help with peer mediation, conflict resolution and weekly student check-ins.

To help combat issues with tobacco which lead to suspensions, various anti-smoking signage will be posted throughout the school. Students will be able to see some of the key facts and the dangers of tobacco. Physical Education and Health courses and Human Growth and Development content will also be used to help educate students on the dangers of tobacco, drugs and alcohol.

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.

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. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

The 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages is shared with students. Caring staff listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

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."

Santaluces 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 PBS. 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal and Assistant Principals: Promote collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals and assistant principals can positively influence their school culture with strategies that encourage collaboration.

Department Instructional Leaders: Supports teachers by providing support in the areas of instruction and best practices. DILs help support positive relationships between staff and students. They also work as problem solvers for their department.

School Counselor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselors ensure students feel safe, welcome, and included.

Teachers: Incorporate PBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. PBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

Supervision Staff: Supports the safety and security of the school by building positive relationships with students and teachers. Through relationship building, they help solve or provide assistance with minor issues and concerns before they become a problem.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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

Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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	2021-22
	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