

The School District of Palm Beach County

Highridge Family Center



2021-22 Ungraded Schoolwide Improvement Plan

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Highridge Family Center

4400 N AUSTRALIAN AVE, West Palm Beach, FL 33407

<https://hr.palmbeachschools.org>

Demographics

Principal: Demetrius Permenter

Start Date for this Principal: 7/12/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School 03-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
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)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Highridge (3024) falls under Palm Beach County Schools Department of Support Services. The Support Services Department is committed to providing practical and relevant instruction to meet the needs of all students. Our mission is to provide students with a world-class education with excellence and equity to empower each student to reach their highest potential. We strive to foster adequate staff to promote student knowledge, skills, and the ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Highridge envisions a dynamic, collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential to succeed in the global economy.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Highridge Family Center is a three-month, Monday through Friday, a trauma-informed residential treatment program for Palm Beach County youth. We provide services to families with youth ages 11 through 16 years, who are experiencing problems at home, school, with friends, and in the community. Youth on medication(s) are eligible for the program when closely monitored by their prescribing physician.

Specific supports are provided to meet our mission and vision:

Palm Beach County School on-site

Small class sizes

Behavioral specialist in each classroom

Youth learn how to be successful in a classroom setting

Open communication and collaboration between residential staff and school staff

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Permenter, Demetrius	Principal	Instructional Leaders in charge of executing and monitoring daily school operations and academics towards students' growth.
Pollard, Jeff	Administrative Support	Provide instructional support, mentoring, and guidance to teachers and administrators. Including but not limited to analysis & data reflection to develop professional learning communities to ensure standards based-instruction throughout in support of student learning gains and increasing graduation rate.
Israel, Freddy	Assistant Principal	Assist the principal in the planning, coordinating, and directing activities and programs related to the administration of our sites.
Leonard, Crystal		Help students and parents receive transition services and information as students enter and exit schools throughout our programs.
Keough, Lisa	School Counselor	Provides direct counseling services and collaboration with teachers, administrators, and parents while students are in our care. Provides transition services and interface with the Dept. of Juvenile Justice and program personnel while students are involved in therapeutic, substance abuse, and at-risk behavior modification programs.
Horne, Alma	Graduation Coach	Provides support services to students at six schools which are alternative schools/programs. The Graduation coach collaborated with administrators, teachers, students, and other stakeholders to improve academic performance, remove barriers to graduation, and make students aware of postsecondary options. The Graduation Coach interacts directly with students to assist and deliver the intervention.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.**Demographic Information****Principal start date**

Monday 7/12/2021, Demetrius Permenter

Number of teachers with professional teaching certificates?

4

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

5

Total number of students enrolled at the school.

16

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

0

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

1

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	1	5	4	9	1	1	0	21	
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	1	0	0	0	3	
One or more suspensions	0	0	0	0	0	0	3	3	1	0	1	0	0	8	
Course failure in ELA	0	0	0	0	0	0	4	7	2	1	2	2	0	18	
Course failure in Math	0	0	0	0	0	0	0	4	1	2	2	1	0	10	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	3	3	6	4	3	2	0	0	21	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	3	1	7	3	0	0	1	0	15	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	3	0	4	3	2	0	12	

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	0		
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2	

Date this data was collected or last updated

Monday 7/12/2021

2020-21 - 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	4	0	6	7	1	0	18
Attendance below 90 percent	0	0	0	0	0	0	0	2	0	0	1	0	0	3
One or more suspensions	0	0	0	0	0	0	0	4	0	3	1	1	0	9
Course failure in ELA	0	0	0	0	0	0	0	3	0	2	4	1	0	10
Course failure in Math	0	0	0	0	0	0	0	3	0	4	4	2	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	0	3	1	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	3	0	5	2	0	0	10

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	4	0	5	4	1	0	14

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	0	1

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					56%	61%		55%	60%
ELA Learning Gains					58%	59%		56%	57%
ELA Lowest 25th Percentile					55%	54%		51%	52%
Math Achievement					53%	62%		52%	61%
Math Learning Gains					55%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		49%	52%
Science Achievement					45%	56%		49%	57%
Social Studies Achievement					75%	78%		72%	77%

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
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019	0%	59%	-59%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	60%	58%	2%	56%	4%
Cohort Comparison		0%				
09	2021					
	2019	0%	56%	-56%	55%	-55%
Cohort Comparison		-60%				
10	2021					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019	0%	65%	-65%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	64%	-64%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	51%	-51%	53%	-53%
Cohort Comparison						
08	2021					
	2019	36%	51%	-15%	48%	-12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	67%	-67%
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	0%	69%	-69%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

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
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
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

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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

During the FY21 school year, the Highridge Family Center focused on increasing students' reading and mathematical skills. Based on SY 2021 data, a high percentage of our students have not mastered their reading or math skills. Based on EDW (Educational Data Warehouse) reports, students perform at a level 1 or 2 on Reading or Math.

During the FY19 school year, 37% of the students showed gains in ELA, and 41% showed improvements in Math. Achievement levels for both ELA and Math fell below the school's goals and expectations of 50% or higher gains.

Edgenuity and Reading Plus were put in place as a progress monitoring tool for low-performing

students.

Edgenuity provides students with flexible digital content and curriculum that engages and motivates them to take ownership of their learning. The self-paced learning and pretesting allows students to spend more time on what they need and less time on what they've already mastered. Course content is aligned to state standards and national standards and can be customized to meet the needs of our school.

Reading plus is designed to help improve students' phonemic awareness, fluency, and love for reading. It helps in improving student literacy by increasing their reading level (one to two grade levels). In addition, student progress is monitored through School-Based Team meetings (SBT).

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Based on ESSA subgroup progress monitoring, math showed the most improvement at 41% learning gains. However, the Math gains are not as significant when compared to the state's data. Instructional practices have been realigned to ensure that the Scope and Sequence of our instruction are aligned with the district's plans and timelines.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Highridge Family Center's most significant need of improvement was in ELA, where gains fell from 39% to 27%. The math showed a drop as well, falling from 43% to 39%. Both of these decreases can be attributed to the students' Social/Emotional well-being, as indicated by their acceptance into the Highridge therapeutic program. The intensive counseling and behavior modification therapies provided at the Highridge Family Center are aimed at improving the students' social-personal, decision-making, and organizational skills.

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

The majority of the students assigned to Highridge Center are in grades 5-11 and have high deficiencies in reading and math. Some of the contributing factors for these deficiencies are the same as previously mentioned; the social-emotional needs of the students have adversely impacted their academic performance, which coincidentally does improve during their enrollment at Highridge. The challenge for the school and the therapeutic side of the house is to generalize the students' behavior so their success continues following their completion of the Highridge program.

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

Standards-based Instruction will continue to be a primary focus during planning, instruction, professional learning communities, and data chats with teachers and students. Resources and strategies will be aligned to grade-level standards and scaffolds will be put in place to support students who are not performing at their grade level. Our reading plus and credit recovery (Edgenuity) programs should ensure student participation and success.

All teachers, including elective teachers, will collaborate to ensure program success. Schedules will be adjusted to ensure reading across the curriculum is implemented with fidelity and student participation is guaranteed. Administrators will continue to support the students and build relationships with them in order to motivate and increase their success.

Increase students' learning gains in Literacy and Math for all students through:

1. Incorporate Reading Plus
2. Incorporate Edgenuity
3. To develop our SwPBS with training and a point system to support student behavior/academic

4. Students will focus on College/Career/WorkForce readiness with MyCareerShines and facilitation sessions with the Graduation Coach and teachers

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.

Professional development is key to ensure all staff will understand the delivery and execution of all strategies. Staff will participate in collaborative training for:

1. Differentiation
2. Standards-based instruction
3. SwPBS
4. Compliance
5. SEL
6. Technology

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

During the FY21 school year, the Highridge Family Center's areas of focus were to increase students reading and mathematical skills. Based on SY 2021 data, a high percentage of our students have not mastered their reading or math skills. Based on EDW (Educational Data Warehouse) reports, students are performing at a level 1 or 2 on Reading or Math.

During the FY19 school year, 37% of the students showed gains in ELA and 41% showed gains in Math. Achievement levels for both ELA and Math fell below the school's goals and expectation of 50%, or higher gains.

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Edgenuity and Reading Plus were put in place as a progress monitoring tool for low-performing students. Edgenuity provides students with flexible digital content and curriculum that engages and motivates them to take ownership of their learning. The self-paced learning and pretesting allows students to spend more time on what they need and less time on what they've already mastered. Course content is aligned to state standards and national standards and can be customized to meet the needs of our school.

Reading plus is designed to help improve students' phonemic awareness, fluency, and students love for reading. It helps in improving student literacy by increasing their reading level (one to two grade levels). In addition, student progress is monitored through School-Based Team meetings (SBT).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. As evidenced by FY19, improve learning gains in ELA from 37% to 52% for our lowest 25%.
- 2 As evidenced by FY20 second semester, improve learning gains in ELA from 37% to 52% for our lowest 25%.
3. As evidenced by the FY 21 Fall Diagnostic assessment indication, improve learning gains in ELA for our ESE Students.
4. Improve school-wide learning gains in Reading and ELA from 37% to 52%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a crucial step towards student achievement and school improvement. It provides teachers and administration the data they need to make decisions about instruction and differentiated support for the students. At Highridge, we strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans
- Data Analysis
- Classroom walkthroughs
- Student work samples/portfolio/binder reviews
- Student attendance
- Data Chats with teachers, students, and parents
- Formal Observations
- Monitoring of SEL / academics through SBT

ELA will be monitored through the district's FSQs and USAs, Reading Plus & PBPA (writing) will be utilized to ensure student achievement and growth. Course failure will be monitored through the monthly Treatment meetings, teachers' meetings, and with parents to discuss student progress and/or concerns.

The monitoring will be supported by key members of the leadership team:

- Assistant Principal
- Single School Culture Coordinators
- ELA Coach
- Graduation Coach
- ESE Coordinator

Person responsible for monitoring outcome:

Freddy Israel (freddie.israel@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Incorporate Reading Plus and Edgenuity
 2. Data Chats
 3. To develop our SwPBS with training and a point system to support student behavior/academic
1. Reading Plus is designed to help improve students' phonemic awareness, fluency, and love for reading. It helps in improving for our types of students to increase their reading level (one to two grade level).
 2. Edgenuity provides an opportunity for students who have taken a course and failed it to remediate
 3. Data chats support the understanding of students' learning. All stakeholders are held responsible and accountable for the student's progress and growth where they analyze and disaggregate data to determine weakness and strengths.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Reading Plus in Reading courses
 - a. Renew program contracts
 - b. Train teachers to utilize the program effectively and with fidelity.
 - c. Teachers develop a rotational schedule for appropriate program usage.
 - d. Teachers analyze data from programs to provide other content-specific differentiated small groups.
 - e. Set expectations and train teachers to utilize program resources for small-group differentiation.

Person Responsible

Freddy Israel (freddie.israel@palmbeachschools.org)

2. Incorporate Edgenuity Credit Recovery

- a. Train teachers to utilize the program effectively and with fidelity.
- c. Teachers develop a rotational schedule for appropriate program usage.
- d. Teachers analyze data from programs to provide other content-specific differentiated small groups.
- e. Set expectations and train teachers to utilize program resources.

Person Responsible

Freddy Israel (freddie.israel@palmbeachschools.org)

3. Data Chats

- a. Review and train teachers on the format to be followed for data chats

- b. Develop a data chat form
- c. Schedule ongoing data chat sessions with all; stakeholders; students, teachers, parents, and administration

Person Responsible

Freddy Israel (freddie.israel@palmbeachschools.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The area of Focus is related to ESSA subgroups which is our population.

#2. Instructional Practice specifically relating to Math

During the FY21 school year, the Highridge Family Center's areas of focus were to increase students reading and mathematical skills. Based on SY 2021 data, a high percentage of our students have not mastered their reading or math skills. Based on EDW (Educational Data Warehouse) reports, students are performing at a level 1 or 2 on Reading or Math.

During the FY19 school year, 37% of the students showed gains in ELA and 41% showed gains in Math. Achievement levels for both ELA and Math fell below the school's goals and expectation of 50%, or higher gains.

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Edgenuity and Reading Plus were put in place as a progress monitoring tool for low-performing students. Edgenuity provides students with flexible digital content and curriculum that engages and motivates them to take ownership of their learning. The self-paced learning and pretesting allows students to spend more time on what they need and less time on what they've already mastered. Course content is aligned to state standards and national standards and can be customized to meet the needs of our school.

Reading plus is designed to help improve students' phonemic awareness, fluency, and students love for reading. It helps in improving student literacy by increasing their reading level (one to two grade levels). In addition, student progress is monitored through School-Based Team meetings (SBT).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. As evidenced by FY19, improve learning gains in Math from 41% to 52% for our lowest 25%.
- 2 As evidenced by FY20 second semester, improve learning gains in Math from 41% to 52% for our lowest 25%.
3. As evidenced by the FY 21 Fall Diagnostic assessment indication, improve learning gains in Math for our ESE Students.
4. Improve school-wide learning gains in Math from 41% to 52%.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Highridge, we strategically plan for a variety of monitoring techniques:

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- Review of Lesson Plans
- Data Analysis
- Classroom walkthroughs
- Student work samples/portfolio/binder reviews
- Student attendance
- Data Chats with teachers, students, and parents
- Formal Observations
- Monitoring of SEL / academics through SBT

Math will be monitored through the district's FSQs and USAs, FSA & EOC will be utilized to ensure student achievement and growth. Course failure will be monitored through the monthly Treatment meetings, teachers' meetings, and with parents to discuss student progress and/or concerns.

The monitoring will be supported by key members of the leadership team:

- Assistant Principal
- Single School Culture Coordinators
- Math Coach
- Graduation Coach
- ESE Coordinator

Person responsible for monitoring outcome:

Freddy Israel (freddie.israel@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Incorporate Khan Academy and Edgenuity
2. Data Chats
3. To develop our SwPBS with training and a point system to support student behavior/academic

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Incorporate Khan Academy in Math courses
2. Edgenuity provides an opportunity for students who have taken a course and failed it to remediate
3. Data chats support the understanding of students' learning. All stakeholders are held responsible and accountable for the student's progress and growth, where they analyze and disaggregate data to determine weaknesses and strengths.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Reading Plus in Reading courses
 - a. Renew program contracts
 - b. Train teachers to utilize the program effectively and with fidelity.
 - c. Teachers develop a rotational schedule for appropriate program usage.
 - d. Teachers analyze data from programs to provide other content-specific differentiated small groups.
 - e. Set expectations and train teachers to utilize program resources for small-group differentiation.

Person Responsible

Freddy Israel (freddie.israel@palmbeachschools.org)

2. Incorporate Edgenuity Credit Recovery

- a. Train teachers to utilize the program effectively and with fidelity.
- c. Teachers develop a rotational schedule for appropriate program usage.
- d. Teachers analyze data from programs to provide other content-specific differentiated small groups.
- e. Set expectations and train teachers to utilize program resources.

Person Responsible

Freddy Israel (freddie.israel@palmbeachschools.org)

3. Data Chats

- a. Review and train teachers on the format to be followed for data chats
- b. Develop a data chat form
- c. Schedule ongoing data chat sessions with all; stakeholders; students, teachers, parents, and administration

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The area of Focus is related to ESSA subgroups which is our population.

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.

At Highridge, we provide a continuation of the educational services for our students based on Florida's graduation standards. When the students enter our school, we support them by evaluating their academic levels with entrance level assessments in reading and math. When our students return to a comprehensive school, we have a transition coordinator that liaisons with the receiving schools to facilitate the student's continued success.

All of our teachers participate in collaborative learning communities that meet regularly. Collaboration occurs across grade levels and content areas. The School-Based Team uses a formal process that promotes productive discussion about student learning and identifies interventions and strategies to improve personal knowledge.

The students enrolled at Highridge participate in college/career exploration workshops. These sessions address college and career readiness and give the students an awareness of their post-secondary options. Periodically, the students meet with the School Counselor, who provides individual progress monitoring and general college and career readiness information. Our students also take the PSAT and SAT assessments during the fall and spring semesters.

Pillars of Effective Instruction: Students are 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 with a focus on reading and writing across all content areas. Highridge highlights multicultural diversity. Our students participate in activities and studies including, but not limited 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.

Highridge integrates Single School Culture by partnering with the Family Center staff to provide incentives for positive behaviors and academic achievement to ensure students strive to reach their potential socially and academically. Our school highlights multicultural diversity within the arts. Our students participate in activities and studies, including utilizing several methods to build relationships between cultures. African American studies, Holocaust studies, and Latin America studies are offered as needed. The school also invites guest speakers with personal experiences involving intolerance to speak to the student body. Professional development is being provided to teachers to help them build strong relationships.

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

We have established a partnership with the Mandel Public Library. Books are brought in for the students to borrow and to support their learning. Authors are invited to read to the students and they participate in a Q&A session with the authors. We also invite Community Leaders to speak and address our students. They support and build student self-esteem.

Highridge implements a Single School Culture and shares the Universal Guidelines for Success by communicating these expectations to parents and students. The students' support systems include administrators, teachers, ESE contacts, School Counselors a Graduation Coach, and professional therapists located at the Highridge Family Center.