Palm Beach Lakes High School

2021-22 Schoolwide Improvement Plan

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Palm Beach Lakes High School

3505 SHILOH DR, West Palm Beach, FL 33407

https://pblh.palmbeachschools.org

Demographics

Principal: Rosalind Gray Mccray

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (43%) 2017-18: C (49%) 2016-17: D (39%)
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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

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	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Alfonso, David	Principal	Instructional Leader in charge of executing and monitoring personnel and the allocation of resources to ensure all students receive equitable access to effective standards based instruction, the supervision and evaluation of Assistant Principals, and all school operations. Ensures adequate professional development is provided to support teachers and to provide them with strategies and resources to support the facilitation of instruction. Ensures that the school-based team is implementing MTSS.
Gray-McCray, Rosalind	Assistant Principal	Supervise and evaluate Guidance Services (School Counselors, registration, withdrawals,), ELL Department, Attendance clerk, Data Processors, all secretarial staff and teachers. Supervises Testing, credit recovery and the Graduation Cohort, ESP Contact. Supervise and manage Master Schedule, Gradebook manager, Progress reports, report cards, student records, clinic. Provides and supports the common vision for the school which includes the use of data-based decision-making, Ensures professional development is implemented and provides support to teachers as they implement the strategies in their classes. Also provides resources to support the facilitation of instruction.
Huggins, Michael	Assistant Principal	Supervises and evaluates teachers in the Math Department and supervises Student Services, textbook ordering, distribution and monitoring. Provides and supports the common vision for the school which includes the use of data-based decision-making, Ensures professional development is implemented and provides support to teachers as they implement the strategies in their classes. Also provides resources to support the facilitation of instruction.
Docekal, Sarah	Assistant Principal	Coordinates and manages all grants and special programs. Facilitates weekly meetings and the implementation of strategies to support students with Reading, ELA, and Social Studies. Ensures focus is on student learning and engagement. Ensures professional development is implemented and provides support to teachers as they implement the strategies in their classroom.
Russo, Misty	Other	ESE Contact participates in student data collection and collaborates with general education teachers to provide support and to oversee the implementation of IEPs. The Contact monitors student progress on IEPs recommending student interventions as needed. Ms. Russo also ensures that the Master Board is conducive to the ESE student's IEPs. The Contact is an integral part of the School Based Team.
Gibson, Vera		Testing coordinator in charge of all details related to testing are implemented; including but not limited to; Developing testing schedules. Training testing administrators and proctors. Preparing testing materials Distributing testing materials in school and sending to appropriate testing center.

Name	Position Title	Job Duties and Responsibilities
Hands, Tera	Teacher, Career/Technical	Supports and ensures the CTE Departments are properly advertised and that students are placed appropriately in the class. Ensures the programs have adequate number of student - to -teacher ratio towards capacity.
Thomas, Wanda	School Counselor	Head of the Guidance Department who ensures the team has appropriate lists of students who they will monitor and support. In addition, she is in charge of developing and creating items for Parent University, College Tours & Visits. Supports the development of the Master Board to ensure all students are appropriately placed.
Jackson, Arielle	Other	Single School Culture Coordinator who ensures the implementation of MTSS through the School Based Team. Facilitates weekly meetings and the implementation of strategies to support students. Coordinates all services offered to students.

Demographic Information

Principal start date
Friday 7/1/2016, Rosalind Gray Mccray

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
31

Total number of teacher positions allocated to the school
164

Total number of students enrolled at the school
2,594

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	748	787	680	546	2761
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	61	86	84	74	305
One or more suspensions	0	0	0	0	0	0	0	0	0	34	46	36	24	140
Course failure in ELA	0	0	0	0	0	0	0	0	0	221	388	376	282	1267
Course failure in Math	0	0	0	0	0	0	0	0	0	180	305	302	221	1008
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	351	261	278	104	994
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	27	141	174	44	386
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	283	286	0	0	569
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	283	286	0	0	569

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	217	367	356	270	1210

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	15	9	11	48

Date this data was collected or last updated

Tuesday 7/20/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	318	447	286	275	1326

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	2	9	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	16	9	12	48

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	0	0	816	784	649	589	2838
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	45	177	145	116	483
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	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	2	9		11
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	16	9	12		48

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				30%	57%	56%	28%	57%	56%
ELA Learning Gains				39%	51%	51%	42%	53%	53%
ELA Lowest 25th Percentile				32%	43%	42%	40%	46%	44%
Math Achievement				26%	54%	51%	43%	54%	51%
Math Learning Gains				37%	45%	48%	42%	47%	48%
Math Lowest 25th Percentile				28%	43%	45%	41%	43%	45%
Science Achievement				43%	73%	68%	54%	72%	67%
Social Studies Achievement				53%	74%	73%	56%	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	22%	56%	-34%	55%	-33%
Cohort Comparison						
10	2021					
	2019	29%	54%	-25%	53%	-24%
Cohort Comparison		-22%				

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	36%	69%	-33%	67%	-31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	69%	-24%	70%	-25%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	64%	-43%	61%	-40%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	60%	-33%	57%	-30%

Grade Level Data Review - Progress Monitoring Assessments

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

-Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

In grades 9-12 we will use USAs in the Fall, Winter, and Spring.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.5	22.9	21.4
	Economically Disadvantaged	36.9	22.5	20.8
	Students With Disabilities	19.1	8.8	9.2
	English Language Learners	11.8	4.5	3.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47.7	16.3	16.0
	Economically Disadvantaged	46.8	16.3	16.6
	Students With Disabilities	50.0	13.9	13.9
	English Language Learners	100.0	16.7	16.7
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.5	9.1	13.0
	Economically Disadvantaged	41.7	10.5	10.5
	Students With Disabilities			
	English Language Learners	38.5	9.5	14.3
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.0	20.0	17.6
	Economically Disadvantaged	22.2	16.7	15.4
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.9	28.5	30.7
	Economically Disadvantaged	32.6	27.4	29.8
	Students With Disabilities	15.5	9.2	13.0
	English Language Learners	6.8	5.5	8.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.9	7.2	6.9
	Economically Disadvantaged	20.0	6.7	6.4
	Students With Disabilities	7.7	1.9	1.9
	English Language Learners	8.8	3.8	3.8
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	71.6	66.2	71.1
	Economically Disadvantaged	70.9	65.0	71.2
	Students With Disabilities	66.7	41.7	33.3
	English Language Learners	24.1	15.0	20.0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.0	33.3	33.3
	Economically Disadvantaged	25.0	30.0	30.0
	Students With Disabilities	0	0	0
	English Language Learners	22.2	30.0	30.0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		9.1	5.9
	Economically Disadvantaged		10.0	6.7
	Students With Disabilities		0	0
	English Language Learners		12.5	11.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.8	5.4	7.8
	Economically Disadvantaged	13.5	4.4	7.1
	Students With Disabilities	4.9	1.7	4.8
	English Language Learners	10.7	3.6	5.4
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	39.6	30.2	30.2
	Economically Disadvantaged	39.0	29.3	28.6
	Students With Disabilities	32.6	21.2	14.5
	English Language Learners	36.0	29.4	28.6
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	47.0	44.6	44.8
	Economically Disadvantaged	44.7	42.5	42.5
	Students With Disabilities	31.0	25.3	23.2
	English Language Learners	22.2	20.4	26.9

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		16.7	16.7
	Economically Disadvantaged		16.7	16.7
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	75.0	50.0	33.3
	Economically Disadvantaged	75.0	50.0	33.3
	Students With Disabilities	100.0	33.3	33.3
	English Language Learners		100.0	100.0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.7	100.0	100.0
	Economically Disadvantaged	100.0	100.0	100.0
	Students With Disabilities			
	English Language Learners		100.0	100.0

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	13	30	35	8	16	22	28	28		88	50
ELL	8	34	36	9	18	22	15	28		67	43
AMI										20	
BLK	28	38	35	19	18	20	50	50		96	66
HSP	22	36	36	15	18	17	48	39		76	68

| 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	33	40		18							
WHT	21	29		20	21			75		75	56
FRL	26	37	34	16	19	20	47	45		88	65

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	24	28	18	38	40	28	45		89	25
ELL	15	36	32	20	42	33	22	25		59	54
AMI				7	30					18	
BLK	31	41	36	23	33	26	42	56		93	49
HSP	26	33	24	32	45	30	47	47		82	61
MUL	47	44		31						91	50
WHT	31	32	33	35			30	69		76	50
FRL	29	39	32	25	36	28	42	52		87	51

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	33	30	36	42	40	45	37		76	45
ELL	8	37	38	19	37	36	29	18		58	38
AMI		31			31	25					
ASN										100	60
BLK	28	42	44	43	42	43	58	58		87	54
HSP	26	43	38	40	43	39	43	53		68	62
MUL	44	56		50							
WHT	40	43		43	54			64		92	58
FRL	27	43	40	43	42	40	54	54		81	54

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	11
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	28
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	20
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

FY19 data shows our lowest component is within math achievement. Our score was 26% and in 2018 scored 43%, this is a decline of 17%. Algebra EOC declined by 10% and our Geometry EOC had a decline of 15%. SWD's had a significant drop in all math components. Our AMI subgroup had a 1% drop in Learning Gains.
Current data shows:
ELA
Fy19 FY21
Gr 9 28.6 23.1
Gr 10 22.3 25.3

Subgroup data grade 9:
Fy19 FY21
ELLs: 3.2% 3.0%
Native Americans (NAs):
0% 25.0%
SWDs: 8.3% 7.5%

Grade 10:
ELLs: 5.0% 1.2%
Native Americans:
0% 25.0%
SWDs: 32.4% 26.5%

Algebra
Fy19 FY21

20.6 9.5

ELLs 8.5 7.8
NAs 12.5 21.7
SWDs 11.6 2.0

Geometry
Fy19 FY21
26.4 21.1

ELLs 17.8 3.1
NAs 0.0 33.3
SWDs 16.9 5.9

When looking at our data, we see that our ESSA identifies subgroups that seem to have the most difficulty making progress. This is very apparent within the ELLs and SWDs. Our Native Americans do seem to show some progress in ELA and in Algebra and Geometry.

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

When looking at progress monitoring we see that all grades except tenth either stayed the same or dropped between the testing windows of Fall and Winter. FY19 data shows our lowest component is within math acheivment. Our score was 26% and in 2018 scored 43%, this is a decline of 17%. Algebra EOC declined by 10% and our Geometry EOC had a decline of 15%. SWD's had a significant drop in all math components.

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

One contributing was that we ended the 2019-20 school year with three months of Distance Learning and started FY21 the same. This caused a huge disconnect with student engagement and participation. Virtual learning caused interruptions to differentiated small group instruction and strategic support services. During this time we never had more than 450/ 2600 students on campus when we did return.
New actions are after-school tutoring to accelerate learning to close the achievement gap formed over the past 15 months. Strategic data analysis and conversations with students. PLCs will be very targeted to focus on lesson planning and data analysis. Employment of two additional positions; to be used for data analysis and data pulling to work closely with the teachers.

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

When looking at 10th-grade progress monitoring data, we see some gains from Winter to Spring. We are focusing on this testing window because our students began the year in Distance Learning, therefore the Fall data is not as accurate as we would like it to be. When we look at our 2019 data, we find the areas of strengths for our subgroups lie in making learning gains. In the past, the subgroups did show achievement gains, specifically from 2018 to 2019. Our ELL population has demonstrated growth in several areas ELA achievement +7%, math achievement +5%, social students +7%, and college acceleration +16%. School wide the graduation rate significantly improved for our students with disabilities by 13%, Hispanics 14%, FRL 6%. Our 10th-grade students improved ELA achievement by 5%.

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

The contributing factors were that we implemented pull-out instruction during the school day. The pull-out teachers were very strategic and supported student learning through hands-on, engaging activities to ensure understanding of the content.

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

The 2 potential areas of concern are level 1 on statewide assessments and course failure in ELA and math. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation required assessments and not graduate from High School in a timely manner. We plan to review data carefully and analyze students' strengths and weaknesses. Our Algebra & Geometry students were placed in a Liberal Arts math class. During this class, the students will receive additional supports with the foundations of both content areas to ensure success in meeting the rigor of the content. We will have host in-school tutorials to further support student success. All students will be escorted from their elective courses to attend tutorial classes. Students will also participate in in-school pull-out tutorials. We found that our student population was not successful with after-school programs. We also have an external consultant to works with our newest teachers to provide additional support, mentoring & guidance.

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.

1. Data analysis; looking at data, making decisions, data and planning best practices
2. PDs in reading across the contents
3. Best practices

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

1. Ensure learning gains & progress for ESSA categorized subgroups (ELLs, SWDs, and AMI): we analyze student data to identify which students fall under various subgroup categories. We reviewed teacher data to identify content area experts to lead instruction and to ensure support for the identified students. We pair our strongest academic teachers with our most needy populations.

2. Ensure student progress and achievement in all content areas, decreasing the number of failures: Teachers were provided mentoring and professional support during PLCs. We provide individualized real-time coaching to our teachers to assist with classroom management and effective teaching practices.

3. Decrease the amount of level 1's on statewide assessments: we analyze data and catere our in-school tutorial program to support our level 1 and level 2 students. Our in-school, during the school day tutorial program, ensures student participation and success. All teachers, including elective teachers, collaborate to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed.

4. Continue to increase the graduation rate and to increase the number of students enrolled in accelerated courses: By a student's senior year we ensure they are enrolled in an accelerated course; ACE or Industry Certification. We reviewed data and found many of our students have the potential to be successful in acceleration courses. We want to be certain all our students are given the opportunity for success. We developed an incentive program to further support all student success.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	ELA Fy19 FY21 Fy22 Gr 9 28.6 23.1 Gr 10 22.3 25.3 Subgroup data grade 9: Fy19 FY21 FY22 ELLs: 3.2% 3.0% Native Americans (NAs): 0% 25.0% SWDs: 8.3% 7.5% Grade 10: ELLs: 5.0% 1.2% Native Americans: 0% 25.0% SWDs: 32.4% 26.5% Algebra Fy19 FY21 FY22 20.6 9.5 ELLs 8.5 7.8 NAs 12.5 21.7 SWDs 11.6 2.0 Geometry Fy19 FY21 FY22 26.4 21.1 ELLs 17.8 3.1 NAs 0.0 33.3 SWDs 16.9 5.9 When looking at our data, we see that if we focus on standards-aligned instruction we may positively affect student learning and achievement.
Measurable Outcome:	ELA Fy19 FY21 Gr 9 28.6 23.1 Gr 10 22.3 25.3 Subgroup data grade 9: Fy19 FY21 ELLs: 3.2% 3.0% Native Americans (NAs): 0% 25.0% SWDs: 8.3% 7.5% Grade 10: ELLs: 5.0% 1.2%

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Monitoring:	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 Lakes we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis Classroom walks Student attendance Data Chats with teachers, students, and parents Formal Observations Monitoring of SEL needs through the SBT/BHP process The monitoring will be supported by key members of the leadership team: Assistant Principal Single School Culture Coordinators will divide Reading and Math contents PLC Coach
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. Focused tutorials for low 25% (SWD, ELL & AMI) 2. Technology (Reading Plus, Khan Academy, IXL, Mathia) 3. Data Chats: Leadership to teachers, Teachers to students, Teachers/students to parents 4. Pathway to Success - High school graduation and post graduate focus 5. Score at the Top
Rationale for Evidence-based Strategy:	1. Focused tutorials for low 25% (SWD, ELL & AMI) Tutorials will allow students to have additional remediation and support in addition to regular school day. 2. Technology (Reading Plus, Khan Academy, IXL, Mathia) Adaptive Technologies will assist in gauging students' progress in reaching mastery of identified standards. 3. Data Chats - Data chats ensure students areas of improvement as well as areas of

strength in order to make conscientous decisions towards future goals.
4. Pathway to Success - High school graduation and post graduate focus - Ensures students have the opportunity to graduate in a timely fashion and look toward future careers.
5. Score at the Top - Targeted tutorials for juniors & seniors to support earning a concordant score in Math & Reading.

Action Steps to Implement

1. Focused tutorials for low 25% (SWD, ELL & AMI)
a. Students will take the District created Diagnostics to demonstrate strengths & areas of needs.
b. Use data to target students that will benefit from tutorials.
c. Develop a tutorial schedule for after & during school hours
d. Use data to choose content area experts to provide instruction

Person Responsible [no one identified]

2. Technology (Reading Plus, Mathia Khan Academy, Flocabulary, Kami, Kahootz, Quizlets, Padlet, and Near Pod (Live & Distance Learning)
a. Use student data to develop classes for remediation in ELA (Intensive Reading) and Math (Liberal Arts 1-2)
b. Teachers develop a rotational schedule to ensure all students have equitable access to technology during small group instruction. Specifically focusing on our ESSA categorized subgroups; ELLs, SWDs, and AMIs.

Person Responsible [no one identified]

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

Person Responsible [no one identified]

4. Pathway to Success - High school graduation and post graduate focus
a. Credit recovery - Counselors participate in transcript audits to determine student credits towards graduation
b. Acceleration - Counselors review student test scores and AP Potential Reports to determine student enrollment in Acceleration classes
c. JROTC - Students apply for acceptance into the program. The program supports students in learning life skills of responsibility and discipline and prepares them for a future career in the military.
d. Capturing Kids Hearts - School wide program to ensure all students are welcomed to learn in a positive environment.

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

5. Score at the Top
a. Use data to target juniors & seniors that will benefit from tutorials.
b. Develop a tutorial schedule for after & during school hours.
c. Tutors are provided by the company

Person Responsible Sarah Docekal (sarah.docekal@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.

When looking at SafeSchoolsforAlex.org we see in 2019-2020 our school ranks 418 out of 505 high schools statewide and 26/28 county, with A rating of very high. We reported 5.0 incidents per 100 students. Total incidents were 134 out of 2634 students. When looking at the ranking details the incidents rated very high are violent incidents. Our issues fall under Fighting, Physical Attack, Battery, Robbery, Harassment, and Sex Offenses, and Threat or Intimidation, a total of 61 incidents.
We had two property incidents, we were ranked high. 353/505 state and 15/28 county ranking. We were ranked High for Drug/Public Order incidents, a total of 71 incidents, 366/505 for the State and 20/28 for the County.
We had a ranking of very high 480/505 state and 28/74. WE had a total of 518 in-school suspensions and 319 out-of-school suspensions in 2019-2020. These were both significant increases from 2018.

Our teachers were trained in "Capturing Kids Hearts" providing the teachers with strategies to "win their hearts and lead them to their personal best" (Flip Flippen). This program has afforded our teachers the opportunity to recognize the need for social/emotional development of all our students and build relationships. It has allowed our teachers & students to develop contracts of respectful behaviors and expectations towards each other to support academic progress.

At Lakes, our School Advisory Council is an active member of school improvement. We work together to ensure all decisions made positively impact student outcomes and achievement. Our SwPBSS utilizes RAM Bucks as an incentive. Students receive the incentive when they demonstrate the Six Pillars of Character and when they achieve academic success. Students are provided with a plethora of opportunities to earn RAM Bucks in their classes, in the hallways, and after school. The RAM Bucks are then used to purchase various items on selected days. We continuously develop student school spirit and pride through various clubs; Chess Club, Caribbean Club, National Honor Society, First Priority, Key Club, Girl's Coding Club, and many more.
We have multiple counselors; mental health, behavior health, and Communities and Schools, DATA, and etc. to support our students to feel welcome, valued, and respected and to help students understand their academic path.
Students are encouraged to respect and protect the "house" our school. We follow four basic rules, which are cited by the Principal every morning:
1. No fighting on campus
2. Treat everyone the way you want to be treated
3. No bullying
4. Protect this house

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.

Our teachers were trained in "Capturing Kids Hearts" providing the teachers with strategies to
"win their hearts and lead them to their personal best" (Flip Flippen). This program has afforded our teachers the opportunity to recognize the need for social/emotional development of all our students and build relationships. It has allowed our teachers & students to develop contracts of respectful behaviors and expectations towards each other to support academic progress.
Palm Beach Lakes offers the AVID's mission is to close the achievement gap by preparing all students to succeed in education and global society. We offer AVID 5 periods a day. AVID provides a strategic, structured environment for students who are, First Generation college or students who may not have access to Post Secondary Education without the support of AVID. At Lakes we strive to ensure our students have multiple opportunities to visit Universities to instill the passion and desire to attend and further their education.
We continuously develop student school spirit and pride through various clubs; Chess Club, Caribbean Club, National Honor Society, First Priority, Key Club, Women of Tomorrw, and many more.

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

*Score at the Top: supports ACT & SAT prep to ensure college and career readiness.
*Suits for Seniors: an 8 week program supporting seniors to understand entrepreneurship and how to properly present yourself as an active member of society. Role model speakers are invited to lead student discussions and seminars.
*Women of Tomorrow: Exceptional Female Leaders of the community support by mentoring and providing advice and hands-on life experiences.
*West Palm Beach & Palm Beach County Fire Rescue: supports our Choice program to volunteer and support student hands on learning.
**Chase Bank granted our school money to support the Fire Academy Choice Program. The money was utilized to purchase materials, resources, and our very own Firetruck.

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. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

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: Instructional Practice: Standards-aligned Instruction				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1851 - Palm Beach Lakes High School	School Improvement Funds		$0.00
					Total:	$0.00