Atlantic High School

2021-22 Schoolwide Improvement Plan

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Atlantic High School

2455 W ATLANTIC AVE, Delray Beach, FL 33445

https://ahs.palmbeachschools.org

Demographics

Principal: Sandra Edwards

Start Date for this Principal: 7/20/2021

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: C (52%) 2017-18: B (57%) 2016-17: B (56%)
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.

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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	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

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

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.

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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.

Atlantic Community High School's purpose is to serve the educational needs of the community and its students. Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership and service to others.

Provide the school's vision statement.

Atlantic Community High School is:
a school that is a safe, secure, and orderly place that provides a positive and comfortable learning and working environment for all:
- a school that stresses academic achievement as well as involvement in extra-curricular activities.
- a school that prepares all students to function cooperatively and productively in the global community.
- a school that functions effectively and cooperatively with parents, businesses and community members.

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
Edwards, Sandra	Principal	Monitor the execution of the SIP of students and teachers in reading through data analysis, classroom visits, and Professional Learning Communities (PLCs).
Slydell, Robert	Assistant Principal	Monitor the execution of the SIP of students and teachers in the ESE program through data analysis,School Based Team (SBT), classroom visits, and Professional Learning Communities (PLCs).
Bruce, Kelly	School Counselor	Execution of the SIP with students in the IB program through data analysis, guidance and counseling.
Williams, Chelsea	Assistant Principal	Monitor the execution of the SIP of students and teachers in the ESE program through data analysis, classroom visits, Department/District meetings, and Professional Learning Communities (PLCs).
Maxwell, Tricia	ELL Compliance Specialist	Monitor the execution of the SIP of students and teachers in the ELL program through data analysis, classroom visits, and Professional Learning Communities (PLCs).
Mitchell, Adria	Administrative Support	Execution of the SIP with students in the ESE program through data analysis, SBT, small group instruction, and Professional Learning Communities (PLCs).
Mose, Tammy	Instructional Coach	Monitor the execution of the SIP with students and teachers in reading, ELA and mathematics through data analysis, testing, and Professional Learning Communities (PLCs).
Rodriguez, Susan	Administrative Support	Monitor the execution of the SIP of students and teachers in the ESE program through data analysis, classroom visits, Department/District meetings, and Professional Learning Communities (PLCs).

Name	Position Title	Job Duties and Responsibilities
Wallace, Marcy	Other	Monitor the execution of the SIP in all areas through PLCs, data analysis, classroom visits, tutorials, and professional development.

Demographic Information

Principal start date

Tuesday 7/20/2021, Sandra Edwards

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.*

3

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.*

16

Total number of teacher positions allocated to the school

134

Total number of students enrolled at the school

2,012

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

6

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

14

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	432	532	513	527	2004
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	30	30	147	226
One or more suspensions	0	0	0	0	0	0	0	0	0	57	57	63	44	221
Course failure in ELA	0	0	0	0	0	0	0	0	0	81	136	73	108	398
Course failure in Math	0	0	0	0	0	0	0	0	0	129	140	129	97	495
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	203	230	273	173	879
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	120	15	89	174	398
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	155	96	251
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	227	258	0	0	485

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	77	114	132	128	451

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	52	65	70	77	264
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	1	2	13	21

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	509	530	518	547	2104
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	15	22	25	85
One or more suspensions	0	0	0	0	0	0	0	0	0	70	59	58	67	254
Course failure in ELA	0	0	0	0	0	0	0	0	0	25	85	130	65	305
Course failure in Math	0	0	0	0	0	0	0	0	0	28	128	129	127	412
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	94	105	0	0	199
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	129	110	0	0	239
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	188	251	0	0	439
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	64	184	130	0	378
	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	0	0	107	140	132	153	532

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	11	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	2	12	16

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	509	530	518	547	2104
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	15	22	25	85
One or more suspensions	0	0	0	0	0	0	0	0	0	70	59	58	67	254
Course failure in ELA	0	0	0	0	0	0	0	0	0	25	85	130	65	305
Course failure in Math	0	0	0	0	0	0	0	0	0	28	128	129	127	412
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	94	105	0	0	199
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	129	110	0	0	239
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	188	251	0	0	439
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	64	184	130	0	378
	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	0	0	107	140	132	153	532

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	11	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	2	12	16

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%	57%	56%	59%	57%	56%
ELA Learning Gains				46%	51%	51%	52%	53%	53%
ELA Lowest 25th Percentile				29%	43%	42%	36%	46%	44%
Math Achievement				41%	54%	51%	50%	54%	51%
Math Learning Gains				36%	45%	48%	45%	47%	48%
Math Lowest 25th Percentile				35%	43%	45%	46%	43%	45%
Science Achievement				64%	73%	68%	62%	72%	67%
Social Studies Achievement				64%	74%	73%	68%	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	55%	56%	-1%	55%	0%
Cohort Comparison						
10	2021					
	2019	50%	54%	-4%	53%	-3%
Cohort Comparison		-55%				

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	59%	69%	-10%	67%	-8%
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	60%	69%	-9%	70%	-10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	64%	-31%	61%	-28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	42%	60%	-18%	57%	-15%

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: District Diagnostics for Fall, Winter, and Spring.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.3	51.2	50.9
	Economically Disadvantaged	45.5	43.8	43.9
	Students With Disabilities	15.4	11.3	9.0
	English Language Learners	12.8	9.1	7.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67.5	63.0	58.4
	Economically Disadvantaged	59.2	56.3	51.0
	Students With Disabilities	25.0	38.5	28.6
	English Language Learners	66.7	50.0	62.5
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	95.5	93.5	94.5
	Economically Disadvantaged	94.0	92.4	93.2
	Students With Disabilities	50.0	50.0	50.0
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.0	61.0	58.7
	Economically Disadvantaged	52.8	52.0	51.2
	Students With Disabilities	18.4	7.0	11.4
	English Language Learners	21.1	12.7	16.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.9	25.9	22.4
	Economically Disadvantaged	32.6	25.8	20.9
	Students With Disabilities	20.8	10.7	21.6
	English Language Learners	33.3	22.7	22.6
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	82.3	73.3	65.9
	Economically Disadvantaged	80.2	75.0	65.5
	Students With Disabilities	57.1	42.9	22.2
	English Language Learners	58.3	53.3	27.8
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	100.0	100.0	83.3
	Economically Disadvantaged	100.0	100.0	80.0
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	100.0	100.0	33.3
	Economically Disadvantaged	100.0	100.0	33.3
	Students With Disabilities	N/A	N/A	0
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.3	23.7	24.6
	Economically Disadvantaged	33.7	22.9	25.2
	Students With Disabilities	29.4	17.4	14.8
	English Language Learners	22.6	17.9	18.6
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	60.9	49.7	37.8
	Economically Disadvantaged	60.7	49.6	38.2
	Students With Disabilities	50.0	40.0	33.3
	English Language Learners	53.8	44.2	25.6
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	56.0	59.9	62.0
	Economically Disadvantaged	52.3	56.1	59.8
	Students With Disabilities	28.2	42.9	43.8
	English Language Learners	34.1	33.3	38.9

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.5	17.6	21.1
	Economically Disadvantaged	55.6	13.3	17.6
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	50.0	12.5	20.0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.0	50.0	50.0
	Economically Disadvantaged	50.0	50.0	50.0
	Students With Disabilities	100.0	100.0	100.0
	English Language Learners	0.0	0.0	0.0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	83.3	75.0	87.5
	Economically Disadvantaged	83.3	85.7	85.7
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	100.0	75.0	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	10	26	23	12	23	17	21	24		95	25
ELL	16	32	26	12	17	22	19	30		92	24
ASN	90	68					86	96		100	100
BLK	43	44	33	19	17	21	44	45		96	45
HSP	52	48	26	37	29	31	59	54		94	63

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	81	71					82	64		100	90
WHT	81	59		64	29		90	93		99	90
FRL	44	44	33	19	19	25	49	48		96	46

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 2017-18	C & C Accel 2017-18
SWD	15	24	19	18	25	30	41	46		87	9
ELL	24	38	32	29	35	35	29	20		98	21
ASN	90	60		73	29		93	91		100	88
BLK	41	41	28	34	36	35	51	52		94	42
HSP	64	53	30	52	33		74	69		95	69
MUL	73	40		44	46		94	75		95	74
WHT	86	55		70	37		94	94		100	81
FRL	46	42	29	37	36	35	56	51		94	45

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS (header appears above with columns)

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	20	33	32	27	53	56	33	33		77	23
ELL	13	32	29	32	60		29	14		81	39
ASN	90	63		89	54		100	93		97	94
BLK	44	47	37	40	45	48	47	56		88	40
HSP	59	46	19	51	36	27	72	66		93	88
MUL	85	63		71	50		80	100		93	57
WHT	88	67		76	46		85	93		97	90
FRL	48	48	36	42	45	47	51	59		89	48

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	11
Percent Tested	89%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
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	30
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	90
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	49
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	81
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	76
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	42
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?

There was a drop in all tested content areas, with the exception of Biology (increased 2% points from 60% to 62%) and in all grade levels 9-12. ELA and United States History had the least percentile of students decline in performance. ELA dropped 3% points from 59% to 56%, while United States History decreased by 6% from 68% to 62%. The ELA and Reading departments worked collaboratively to increase comprehension and build capacity with the reading and writing processes. This contributed to a lower percentage in the decrease of student performance on FSA and EOC's in ELA, United States History and Biology.
For ELL and SWD, they fell well below the required 41% proficiency. ELL scored 37% FPPI across measured subcategories. The SWD subgroup scored significantly lower at 31% for FPPI across measured subcategories.

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

The Algebra EOC and the Geometry EOC demonstrate the greatest need for improvement. Algebra had a 25% rate of proficiency with students scoring a Level 3 or above, while Geometry had 29% of the students assessed performing at a Level 3 or higher. The mathematics department for tested content areas had the largest decrease in student performance with an overall drop of 9% from 50% to 41% achieving the required score to pass the respective End-of-Course assessment in each content.
This index for ELL and SWD respectively at 37% and 31% is based on the student's performance on the FSA, EOC, ACCESS assessments, graduation rates, and acceleration rates for the site. According to these performance indicators, the ELL and SWD subgroups have been identified as Targeted Support and Intervention (TSI) for ESSA reporting in FY19.

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

The most significant contributing factor was the loss of in-person instructional class time. Due to Covid closing the 2020 SY with no record of assessments, the SY21 year was fractured with the implementation of 'blended instruction'. Some students were not motivated to engage and virtual lessons were not as effective as in-class instructional time.

The site has been given a full-time Algebra resource teacher to work closely with the Algebra team while we are focusing on Liberal Arts mathematics with a second part-time resource teacher to more fully prepare the students for Algebra and for success on the Spring administration of the EOC. Geometry is meeting weekly and working collaboratively to enrich instruction.
ESSA subgroup data, for the ELL and SWD, indicate that the greatest needs of improvement need to be made in the areas of ELA for FSA, including Reading and Writing, Algebra 1 EOC, Biology EOC, and USH EOC.
When looking at our subgroup data in FY19, the lowest scores in ELA achievement at only 15% for the SWD subgroup. along. There was growth with our ELL students in ELA Achievement from FY2018-2019 with an increase from 13% to 24%. Our SWD students did drop 5% in FY19. Our Math diagnostics in FY20 showed a concern within our students without a math graduation/ concordance requirement. One of the contributing factors was the lack of differentiated instruction across all grade levels and content areas.

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

Biology led the site with an increase in their proficiency levels by 2%. The Biology End-of-Course assessment was successful for the site.
SWD gained +8 points in Sciences and ELL remained steady at 29%. SWD +13 points in SS and ELL increased +6 points.

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

Focusing on reading and writing comprehension site-wide and with all four grade levels provided opportunities for acceleration and enrichment. These higher-level courses led to a higher level of comprehension and allowed for the students to perform successfully.
The SWD and ELL populations were given enrichment and acceleration opportunities. There was targeted support on-site daily from an intervention teacher with ELL expertise.

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

Acceleration is taking place with the implementation of multiple AICE (Cambridge) courses being added to our course selections for each grade level. The goal is to have all students achieve exposure in a college-level course before graduation.
SWD and ELL subcategories are receiving exposure to critical content in all areas and all concentrations. Biology has included the Reading and ELA stems from Integration of Knowledge and Craft and Structure Reporting Categories in order to further support the need for comprehensive reading intervention.

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 continue to attend Professional Development in teaching AICE courses. Teachers will attend biweekly Professional Learning Communities and Common Planning in order to share out resources and to analyze the results of common formative and district assessments. The ELA department is given full-day planning once each nine weeks in order to work together to create Unit Planners, lesson plans, instructional activities and to share best practices used in different classes. There will be two full-day Professional Development days scheduled to further focus on site-wide strategies and practices that will best meet the needs of every learner.
An instructional specialist with targeted ELL and SWD subcategories expertise is on-site to provide support and professional development in every content area for the year. Additionally the District ESOL Instructional Specialist provides professional coaching and instructional support to individual

teachers. A district Algebra Specialist is supporting the Algebra teachers with weekly classroom and professional development to increase student performance.

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

The site has already started the after-school SY22 tutorial and is completing during the day pull-out tutorial in addition. After-school tutorials will be offered for all tested content areas including ACT and SAT. The pull-out tutorial taking place twice weekly will consist of five separate cycles that will run from the middle of September 2021, through the first week of April 2022. The pull-out tutorial will target students that have been identified as most ready to meet proficiency for a required content assessment or for graduation requirements. There are 7 scheduled Saturday tutorials that will be offered monthly and allow for further enrichment and reteaching for all tested content areas and for all End-of-Course assessments as well.
Writing boot camps will be held starting in November to target the writing process and to help the students writing scores increase to meet the 7 points necessary to successfully pass the Writing FSA. An instructional specialist with targeted ELL and SWD subcategories expertise is on-site to provide support and professional development in every content area for the year. Additionally the District ESOL Instructional Specialist provides professional coaching and instructional support to individual teachers. A district Algebra Specialist is supporting the Algebra teachers with weekly classroom and professional development to increase student performance.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Increase high school graduation rate (Strategic Plan LTO 3) by increasing achievement in all students including ELL and SWD in the areas of ELA and Mathematics. This area of focus will impact student learning by allowing additional instructional strategies that will be used to engage our various subgroups within our school not achieving success. ELA and Mathematics are two areas where there is a bigger achievement gap for many of our student populations. For both the ELL and SWD subcategories identified there is a support educator and a District Specialist on-site daily/weekly to provide classroom and instructional support.
Measurable Outcome:	ELA Achievement for SWD will increase from 15 points to 20% for a +5 point increase and ELL will improve by from 24% to 29%. ELA LG Lowest 25% with SWD will increase from 19% to 25%, and ELL LG Lowest 25% will increase from 32% to 37%.
Monitoring:	The Area of Focus will be monitored by FSQ's, USA's, Diagnostics, IXL, Study Island, Algebra Nation, and ACHIEVE 3000.
Person responsible for monitoring outcome:	Sandra Edwards (sandra.edwards@palmbeachschools.org)
Evidence-based Strategy:	1. Data folders (digital paper) for all students including SWD and ELL students. 2. Provide yearlong support all students including SWD and ELL identified in the lowest 25% by our intervention specialist along with all classroom teachers. 3. Standard-based lessons will be developed during the PLC's. Departments will develop standards-based bellringers to be utilized with students. 4. Math, ELA, Reading, Biology, and US History teachers will collaborate through PLC's. 5. In-school/after school tutorials to support closing the achievement gaps. 6. FSQ/USA assessments will be administered and monitored for student progress routinely. 7. Adaptive Technology in ELA, Math, Biology classroom will be utilized to assist students along with ACHIEVE 3000 for ELL students. 8. Utilize AVID strategies to provide rigorous, engaging instruction to students. All content area teachers will use vocabulary academic strategies to increase language acquisition for all students.
Rationale for Evidence-based Strategy:	1. Students will have data portfolios (digital or paper) to help monitor their own progress. 2. Support personnel will push into classrooms to support students based upon data and teacher recommendations. 3. Standard-based bell ringers will be used to offer additional practice on tested standards. Standard-based lessons will be used daily to meet the needs of our diverse learners. 4. Teachers will meet bimonthly with Dr. Wallace, SSCC, and department specific administrator to utilize PLC's to focus on data analysis and research-based practices to increase student achievement. 5. Based upon the results of FSQ, USA assessments, tutorial groups will be used during the day and/or after school to receive additional support. 6. To assist, reteach, enrich, and assess students. 7. Teachers will use IXL, Study Island, Algebra Nation, and ACHIEVE 3000 (ELL students). 8. AVID strategies will provide best practices and improve language academic skills.

Action Steps to Implement

1. Ensure teachers are utilizing the data portfolios in each classroom. Each teacher will
analyze data from classroom and other sources and put in these data folders which can be

virtual or paper. The teachers will utilize data chats with their students on a routine basis (at least every month) in which the administration will monitor that this process is happening.

Person Responsible Chelsea Williams (chelsea.l.williams@palmbeachschools.org)

2. Support personnel and those assigned to supporting our students will review and analyze data based upon classroom performance, assessment data, and other data points. The support personnel will push into classrooms (google meets or in-person) to support these students based upon data and teacher recommendations. The administration will match the teachers to the students and will be monitored by walkthroughs by the administration.

Person Responsible Sandra Edwards (sandra.edwards@palmbeachschools.org)

3. During the PLC's with the School Culture Coordinator, teachers will create standard-based bellringers that will be utilized to offer additional practice on tested standards. All teachers will create standard-based lessons daily to ensure that they are meeting the needs of the diverse learners in their classes. Single School Culture Coordinator is providing opportunities for teachers to share best practices and assists teachers with analyzing data for all of their classes to increase student achievement.

Person Responsible Marcy Wallace (marcy.wallace@palmbeachschools.org)

4. Ensuring the attendance of teachers to appropriate meetings (PLC, Department, faculty, etc) by the administration where professional development opportunities will be offered both virtually and/or face-to-face to ensure teachers have the necessary tools to be successful in both virtual learning and in the classroom. Teachers will be able to share best practices during these meeting times.

Person Responsible Marcy Wallace (marcy.wallace@palmbeachschools.org)

5. Tutorials are ongoing and targeted students are chosen by data specific to the content. Fall diagnostics, FSQ, USA, PBPA, and other data points from adaptive technology will be utilized to identify the appropriate subgroups to target either virtually or face-to-face to ensure student achievement. Tutorials will begin determined by administration and will be ongoing throughout that specified time period. Teachers will be chosen based upon their availability to assist with these targeted tutorials.

Person Responsible Marcy Wallace (marcy.wallace@palmbeachschools.org)

6. FSQ/USA assessments will be administered and monitored for student progress routinely. Each tested subject area will be required to administer these district assessments according to the scope and sequence set by the district in Blender. The administration and leadership team will monitor that they are being completed and will analyze the results in their weekly meetings as they are completed.

Person Responsible Marcy Wallace (marcy.wallace@palmbeachschools.org)

7. Monitoring the fidelity of technology programs among ELA, Reading, Math, & Biology classrooms will assist students in learning the necessary standards tested on their state assessment. ELA and Reading will use IXL and Reading Plus, Math will use IXL, Biology will use Study Island. Administration will monitor the fidelity of the usage of these programs on a biweekly basis.

Person Responsible Chelsea Williams (chelsea.l.williams@palmbeachschools.org)

8. AVID strategies will provide best practices and improve language academic skills. The AVID Site Team along with the AVID elective teacher will share AVID strategies with teachers to assist them in using interactive and engaging strategies to help improve reading comprehension and language academic skills especially among our targeted ELL and SWD subgroups. Administration will monitor the use of AVID strategies by observation in walkthroughs or in their lesson plan books when they are collected routinely by them.

Person Responsible   Robert Slydell (robert.slydell@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 our school ranks 170 out of 505, Low when compared to all high schools statewide. We reported 2.2 incidents per 100 students. This rating was for a total enrollment of 2,211, with 49 incidents for 2019-2020 school year. When looking at the ranking details the incidents rated high are violent incidents. Our issues fall under Fighting, Physical Attack, Sexual Harassment, Threat or Intimidation, 27 incidents. We had two property incidents and ranked Low for Drug/Public Order incidents 135/505 for the State and for the County. The incidents we ranked for are Disruption on Campus, Tobacco, Trespassing, Other Major Offenses, Drug sale or distribution- excluding alcohol, and drug use or possession, except alcohol. Our total reported suspension ranked middle. We had 160 in-school suspensions and 146 out of school suspensions in 2019-2020. To support our students and make an impact on incidents 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 SwPBS through data and AVID strategies, lessons and resources. We will provide mentoring of our male students to support and foster positive relationships with all. In the International Baccalaureate program, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals. We have corrective behavior forms for teachers to fill out as first interventions to decrease the number of discipline referrals, in school suspensions, and out of school suspensions. We have a Behavior Coach on campus to facilitate Restorative Justice and student reflection. We have a Behavior Health Professional on campus to meet with students who need additional interventions and can refer them to outside agencies also on campus.

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 school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.
Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

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.

Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students who are in the academic middle to succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible participants and leaders in their communities and our society.

We promote a Single School Culture for Academics and Behavior by implementing our
Universal Guidelines for Success, Single School Culture Student Expectation Scripts, Grade Level Assemblies, SwPBS, Family Curriculum and Education Nights, Family Workshops, and SAC meetings. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.
Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis.

We have a co-located therapist, behavior health specialist, and a behavior coach on campus.
campus, along with a co-located therapist, behavioral health specialist, and case manager. These staff and programs work in concert to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student wellness, student achievement, and appreciation for diversity.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other
programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, robo call is used to call the homes of students that are absent.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students, receive brag tags, certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

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

Administration: Promoting 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 can positively influence their school culture with strategies that encourage collaboration.

School Counselors: 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 councilor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe,
supportive learning cultures. SWPBS 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).

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
		Total:	$0.00