

The School District of Palm Beach County

Palm Beach Central High School



2022-23 Schoolwide Improvement Plan

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Palm Beach Central High School

8499 FOREST HILL BLVD, Wellington, FL 33411

<https://pbch.palmbeachschools.org>

Demographics

Principal: Reginald Myers

Start Date for this Principal: 8/7/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2021-22 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	2021-22: A (63%) 2018-19: A (63%) 2017-18: A (63%)
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	N/A

* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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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.

Palm Beach Central High School will provide a safe, supportive and engaging learning environment, where strong relationships set high, yet personalized, expectations for staff and students. By collaborating with all stakeholders, Palm Beach Central High School will offer a diverse array of rigorous educational experiences that will provide all students the opportunity to acquire the skills they will need after graduation with the goal of developing a culture of mutual respect and academic excellence. By nurturing our students' social, physical, and intellectual growth, our mission is to encourage our students to become responsible citizens, lifelong learners, and leaders in a global community.

Provide the school's vision statement.

Palm Beach Central High School's vision is dedicated to providing an 'A' rated education to all students and to continuing to support the vision of the School District of Palm Beach County

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Edgecomb, Darren	Principal	<p>The Principal is responsible for the instructional direction and vision of the school, inclusive of all programs and initiatives. The Principal will provide a common vision for the use of data-based decision-making; shape the vision of academic success for all students; create a climate hospitable to education; cultivate leadership in others; manage teachers and staff; review data and action plans; as well as improve school leadership</p>
Barrios, Ailyn	Assistant Principal	<p>The Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers, and effective instruction and all other duties assigned by the Principal. The primary responsibility is the supervision, discipline, and monitoring of students, as well as monitoring effective instruction and monitoring the successful implementation of PLCs. The Assistant Principal, under the direction of the Principal, will implement and enforce school board policies, administrative rules, and regulations. In the absence of the Principal, the Assistant Principal shall assume the duties and responsibilities of the Principal. The Assistant Principal will work cooperatively with the District, support district-wide goals and initiatives, and will be held directly accountable to the Principal.</p> <p>Specifically oversees English Language Learners (ELL), Latinos in Action (LIA), Science, and World Languages She is currently the 11th-grade administrator. She is also, the Textbook Manager.</p>
Butler, Samantha	Assistant Principal	<p>The Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers, and effective instruction and all other duties assigned by the Principal. The primary responsibility is the supervision, discipline, and monitoring of students, as well as monitoring effective instruction and monitoring the successful implementation of PLCs. The Assistant Principal, under the direction of the Principal, will implement and enforce school board policies, administrative rules, and regulations. In the absence of the Principal, the Assistant Principal shall assume the duties and responsibilities of the Principal. The Assistant Principal will work cooperatively with the District, support district-wide goals and initiatives, and will be held directly accountable to the Principal.</p> <p>Specifically oversees Exceptional Student Education, Social Studies and Student Services department. She is currently the 12th-grade administrator.</p>
Garcia, Nereyda	Assistant Principal	<p>The Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers, and effective</p>

Name	Position Title	Job Duties and Responsibilities
		<p>instruction and all other duties assigned by the Principal. The primary responsibility is the supervision, discipline, and monitoring of students, as well as monitoring effective instruction and monitoring the successful implementation of PLCs. The Assistant Principal, under the direction of the Principal, will implement and enforce school board policies, administrative rules, and regulations. In the absence of the Principal, the Assistant Principal shall assume the duties and responsibilities of the Principal. The Assistant Principal will work cooperatively with the District, support district-wide goals and initiatives, and will be held directly accountable to the Principal.</p> <p>Specifically oversees Fine and Performing Arts and Physical Education. She is the Adult and Community School Administrator</p>
<p>Louis, Willow</p>	<p>Assistant Principal</p>	<p>The Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers, and effective instruction and all other duties assigned by the Principal. The primary responsibility is the supervision, discipline, and monitoring of students, as well as monitoring effective instruction and monitoring the successful implementation of PLCs. The Assistant Principal, under the direction of the Principal, will implement and enforce school board policies, administrative rules, and regulations. In the absence of the Principal, the Assistant Principal shall assume the duties and responsibilities of the Principal. The Assistant Principal will work cooperatively with the District, support district-wide goals and initiatives, and will be held directly accountable to the Principal.</p> <p>Specifically oversees Advancement Via Individual Determination (AVID), English/Language Arts, Positive Behavior Support, and Bus Transportation. He is the 9th-grade administrator</p>
<p>Snider, Daniel</p>	<p>Assistant Principal</p>	<p>The Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers, and effective instruction and all other duties assigned by the Principal. The primary responsibility is the supervision, discipline, and monitoring of students, as well as monitoring effective instruction and monitoring the successful implementation of PLCs. The Assistant Principal, under the direction of the Principal, will implement and enforce school board policies, administrative rules, and regulations. In the absence of the Principal, the Assistant Principal shall assume the duties and responsibilities of the Principal. The Assistant Principal will work cooperatively with the District, support district-wide goals and initiatives, and will be held directly accountable to the Principal.</p> <p>Specifically oversees School Counselors, Career Academies, and Activities. He the Assistant Principal over curriculum.</p>

Name	Position Title	Job Duties and Responsibilities
Wehr, Sheena	Assistant Principal	<p>The Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers, and effective instruction and all other duties assigned by the Principal. The primary responsibility is the supervision, discipline, and monitoring of students, as well as monitoring effective instruction and monitoring the successful implementation of PLCs. The Assistant Principal, under the direction of the Principal, will implement and enforce school board policies, administrative rules, and regulations. In the absence of the Principal, the Assistant Principal shall assume the duties and responsibilities of the Principal. The Assistant Principal will work cooperatively with the District, support district-wide goals and initiatives, and will be held directly accountable to the Principal.</p> <p>Specifically oversees Mathematics, New Teacher Program (ESP) and is the grade 9 administrator.</p>
Cordeiro, Alexandre	Teacher, K-12	<p>Math teacher and Student Government Association Advisor who also serves as a voting SAC member. The teacher is responsible for ensuring that information is provided to parents and community stakeholders</p>
Fleming, Amy	Other	<p>The ESE Contact actively participates in leadership team meetings and School-Based Team meetings as needed. The ESE contact reviews and analyzes ESE student data and works to assist with problem-solving. The ESE Contact collaborates with general education teachers and ESE teachers to implement effective interventions for Tier II and Tier III students. The ESE contact also ensures that IEPs are disseminated and accommodations are followed.</p>
Gilmore, Teresa	Reading Coach	<p>The instructional reading coach meets monthly with department chairs to support the vision and instructional goals established by the Principal. The reading coach also supports classroom teachers, participates in staff development, and assists in all areas requested and duties assigned by the Principal.</p>
Griffith, Cari	Other	<p>The ESOL Contact actively participates in leadership team meetings and School-Based Team meetings as needed. The ESOL contact reviews and analyzes English Language Learner (ELL) student data and works to assist with problem-solving. The ESOL Contact collaborates with general education teachers as well as ESOL teachers to implement effective interventions for Tier II and Tier III students. The ESOL contact also ensures that ELL students are tested and appropriately placed.</p>

Name	Position Title	Job Duties and Responsibilities
Tamayo, Evana	Other	The Cambridge (AICE) Coordinator meets monthly with department chairs to support the vision and instructional goals established by the Principal. The Cambridge (AICE) Coordinator also supports classroom teachers, participates in staff development, assists in all areas requested, and duties assigned by the Principal.
Cornett, Julian	Dean	The leadership team member meets weekly with the administration to support the vision and instructional goals established by the Principal. The leadership team member will also support classroom teachers, participate in staff development, assist in all areas requested, and handles discipline according to the Student Code of Conduct and duties assigned by the Principal.
Thomas, Kathleen	Dean	The leadership team member meets weekly with the administration to support the vision and instructional goals established by the Principal. The leadership team member will also support classroom teachers, participate in staff development, assist in all areas requested, and handles discipline according to the Student Code of Conduct and duties assigned by the Principal.
Thompson, Kevin	Dean	The leadership team member meets weekly with the administration to support the vision and instructional goals established by the Principal. The leadership team member will also support classroom teachers, participate in staff development, assist in all areas requested, and handles discipline according to the Student Code of Conduct and duties assigned by the Principal.

Demographic Information

Principal start date

Thursday 8/7/2014, Reginald Myers

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

26

Total number of teacher positions allocated to the school

164

Total number of students enrolled at the school

2,999

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

25

Identify the number of instructional staff who joined the school during the 2022-23 school year.

21

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	804	779	731	684	2998
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	154	60	81	80	375
One or more suspensions	0	0	0	0	0	0	0	0	0	0	95	89	69	58	311
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	186	191	154	531
Course failure in Math	0	0	0	0	0	0	0	0	0	0	36	152	177	159	524
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	174	153	147	123	597
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	192	153	48	141	534
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	174	154	253	82	663

Using the table above, complete the table below with the number of students by current grade level who have 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	0	189	223	201	203	816

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	16	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	1	3	11	24

Date this data was collected or last updated

Monday 9/12/2022

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	746	719	690	718	2873
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	33	31	23	116
One or more suspensions	0	0	0	0	0	0	0	0	0	16	19	11	6	52
Course failure in ELA	0	0	0	0	0	0	0	0	0	105	287	268	223	883
Course failure in Math	0	0	0	0	0	0	0	0	0	100	205	244	204	753
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	144	138	116	114	512
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	31	31
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	252	218	166	141	777
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	298	312	0	0	610

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	90	227	226	185	728

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	12	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	3	8	14

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	746	719	690	718	2873
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	33	31	23	116
One or more suspensions	0	0	0	0	0	0	0	0	0	16	19	11	6	52
Course failure in ELA	0	0	0	0	0	0	0	0	0	105	287	268	223	883
Course failure in Math	0	0	0	0	0	0	0	0	0	100	205	244	204	753
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	144	138	116	114	512
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	31	31
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	252	218	166	141	777
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	298	312	0	0	610

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	90	227	226	185	728

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	12	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	3	8	14

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	55%	51%				63%	57%	56%
ELA Learning Gains	55%						52%	51%	51%
ELA Lowest 25th Percentile	46%						42%	43%	42%
Math Achievement	50%	42%	38%				59%	54%	51%
Math Learning Gains	59%						50%	45%	48%
Math Lowest 25th Percentile	52%						48%	43%	45%
Science Achievement	71%	43%	40%				79%	73%	68%
Social Studies Achievement	75%	53%	48%				78%	74%	73%

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

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
2022					
2019	78%	69%	9%	67%	11%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	69%	7%	70%	6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	64%	-13%	61%	-10%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	60%	3%	57%	6%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	43	33	29	51	44	41	54		90	46
ELL	18	48	48	32	57	41	41	57		96	60
AMI	58	67									
ASN	75	63		85	74		79	83		100	91
BLK	46	54	48	36	52	46	63	67		95	63
HSP	50	55	48	45	58	52	65	72		96	72
MUL	67	54		71	76		73	83		94	71
WHT	66	55	45	62	61	64	83	84		97	79
FRL	46	52	46	43	56	52	62	68		95	67
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	27	33	24	26	22	17	40	37		99	41
ELL	22	35	30	27	30	28	46	42		92	61
ASN	65	54		48	27		82	85		100	84
BLK	45	46	32	29	23	28	54	65		97	53
HSP	50	46	36	40	27	22	63	64		97	68
MUL	71	69		50	36		76	79		100	82
WHT	68	54	42	53	30	15	77	76		98	77
FRL	47	49	36	34	26	23	59	61		97	60
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	25	34	26	40	43	34	56	52		82	25
ELL	21	36	34	35	47	48	48	52		87	58
ASN	81	52		83	46		92	96		96	93
BLK	54	47	43	54	49	28	70	66		97	56
HSP	57	50	42	55	49	57	77	76		93	62
MUL	68	59	20	46	35		76	95		95	52
WHT	70	55	46	66	53	50	85	83		97	75
FRL	52	46	40	53	51	50	73	69		91	56

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	699
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	63
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

We have seen growth and/or maintained performance achievement across all content areas compared from FY21 to FY22 in the following categories: ELA achievement was maintained at 56% achievement. ELA learning gains went from 50% to 55%, an increase of 5%. ELA gains for the low 25 went from 37% to 49%, an increase of 9%. Math achievement increased from 42% to 50%, an increase of 8%. Math learning gains increased from 27% to 59%, an increase of 32%. Math gains for low 25 increased from 23% to 52%, an increase of 29%. Science achievement increased from 67% to 71%, and US History from 70% to 75%. Our graduation rate is maintained at 97%. Our Acceleration increased from 69% to 73%.

The percentage of level 3, 4, & 5 students by subgroup for ELA is as follows: 66.1% White, 46% Black, 75.1% Asian, 58.4% Am Indian, and 66.7% Multi-Ethnic.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrate the greatest need for improvement is the math as we only received 50% proficiency this year when we were at 59% proficiency in FY19. Math increased

proficiency by 8% from FY21 to FY22. ELA is also needed as we did not improve, only maintained our 56% proficiency from FY21 to FY22 Whereas in FY19 (pre-pandemic) we were at 63% proficiency.

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 scores from FY21 in many cells were very low, not only at Palm Beach Central but Statewide, due to the residual effects of the Pandemic. The Algebra and Geometry teams met regularly via PLCs, yet the focus was mostly on gains. Although we have work to do on proficiency, the gains for math were 32% and for L25 29%.

There were staffing shortages which resulted in core classes not having rigorous instruction. There are still factors preventing or restricting group work as we are still in the pandemic and are currently experiencing teacher shortages in core academic areas as well.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Data components that showed the most improvement were math learning gains which increased 32 points from 27% in FY21 to 59% in FY22. The math learning gains for low 25 increased 29 points from 23% in FY21 to 52% in FY22. Our Math increased 8 points from 42% in FY21 to 50% in FY22. Our English Learning gains for low 25 increased 9 points from 37% in FY21 to 46% in FY22. English learning gains increased 5 points from 37% in FY21 to 46% in FY22. Social studies increased 5 points from 70% in FY21 to 75% in FY22. Our Science increased 3 points from 67% in FY21 to 71% in FY22. Finally, our acceleration increased 4 points from 69% in FY21 to 73% in FY22

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

Our theme for the FY21 school year was "It's GROW Time!" We put all of our focus on gains and attaining growth as we knew we needed 80+ points to achieve "A" status.

We conducted PLCs with fidelity for all core subjects/tested areas. We completed USAs for Algebra, Biology, ELA, Geometry, and US History. The data from the USAs were discussed, and lower performing standards were spiraled into the next lessons. Students that achieve "above threshold" were incentivized.

We highly encouraged and promoted all students to take some form of acceleration, whether it was Advance Placement, AICE, or Industry Certification.

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

Strategies that need to be implemented to accelerate learning are to have all teachers:

1. Remediate and review to build student capacity
2. Utilize differentiated instruction by providing students with extra support, providing tutorials and utilizing various platforms to support student achievement.
3. Working collaboratively with Support Facilitators
4. Professional development communities (PLCs): Teachers will have ongoing professional development from the district and in-house to strengthen standards-based learning. We have built-in common planning in our math department to conduct PLCs for core areas.

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

Professional development opportunities will be given in content areas on our professional development days, and District created online and face-to-face courses to provide targeted support and intervention, especially with the new B.E.S.T. Standards. Teachers are also encouraged to take categorical courses in the eLearning platform that specializes in content area, audience type and is grade level specific. This professional development is available throughout the year.

Teachers will be provided mentoring and professional support during PLCs. We will continue to provide individualized real-time coaching to our teachers to assist with classroom management and effective teaching practices

Engagement Strategies: Ongoing professional development on AVID engagement strategies and instructional practices.

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

With the infusion of several new staff members to the campus, developing the capacity of content area teachers is key. We will work with PLC Leaders to establish a routine and expectation of instructional rigor in every classroom. Currently, we will be using the following applications to support student learning iXL for math, Math Nation, and Delta Math and Reading Plus for Reading. We are also encouraging the utilization of Paper.co Tutorial platform.

We will continue with our system of rewards (PBS) to motivate students to improve in targeted areas such as academics, conflict resolution, and attendance. We will continue our aggressive monitoring and tracking of attendance and acknowledging students via award assemblies and morning announcements.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Our goal is to focus on standards-based instruction to increase ELA proficiency, then we will increase achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District's Strategic Plan, Theme A- Goal 1 and 2, Academic Excellence and Growth.</p> <p>Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>By February 2023, we plan to achieve an increase in ELA proficiency by 5%, bringing us to 61%. By May 2023, 90% of ELA classroom teachers will provide students with B.E.S.T standard-aligned tasks, as evidenced in walkthroughs. By April 2023, coaching and modeling and PLCs will be provided through professional development opportunities to sure tutorial instruction is strategic, data-driven, and effective in meeting students' differentiated needs for improving achievement.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement, providing us with the data that they need to make decisions about instruction and differentiated support for the students.</p> <p>Teachers will monitor students' performances using district-created USA common assessments. The teachers will utilize differentiated instruction for students needing extra support, provide tutorials and utilize Reading Plus and Support Facilitators as needed. We will monitor via classroom walkthroughs, data chats with students and monitoring of student performance via online assessments and paper base assessments.</p> <p>We will host ACT/SAT Boot camps for concordant scores and Saturday Success Academies.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Darren Edgecomb (darren.edgecomb@palmbeachschools.org)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<ol style="list-style-type: none"> 1. During PLCs, teachers will utilize data in PM Unify to review USAs and will remediate low-performing standards on "Do Nows" and/or exit tickets. 2. Students will also be remediated and enriched through digital and blended learning opportunities using adaptive technology such as Reading Plus, iXL, and resources available via Blender. (Ms. Gilmore; Literacy coach will moderate and ELA Department Instructional Leaders) 3. Reading teachers will implement and monitor Reading Plus progress with fidelity (Ms. Gilmore- Literacy Coach and Mr. Louis AP ELA). 4. Saturday Success Academies & ACT/SAT bootcamps
<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria</p>	<ol style="list-style-type: none"> 1. Differentiated instruction promotes learning because the teacher is able to provide a variety of ways to present lessons and proactively plan lessons that provide a variety of ways to "get it" and express learning. 2. Reading Plus, when used appropriately, correlates directly to improvement on the FSA ELA. Students who score 80% or higher may reflect a passing score or gains on the FSA ELA. We desire that our students will show continual progress on FAST Progress Monitoring assessments 3. District-based common assessments (FSQs/USAs) are standards-based

used for selecting this strategy. quizzes and assessments that follow the district scope and sequence and mirror the State assessment.

Action Steps to Implement

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

1. The School Leadership team will monitor strategies via data analysis, pop-in visits, and lesson plan reviews PLCs.
2. Students will work daily on Reading Plus in their reading classes (Mr. Edgecomb, Principal, and Ms. Gilmore, Literacy Coach)
3. Reading will host ACT/SAT Boot camps for students needing the concordant score and Reading Saturday Success academies for grade 9 and 10 ELA students (Mr. Louis, AP, and Ms. Gilmore, Literacy Coach)
- 3a. ALL Teachers will identify their L25 students and formulate a plan to support reading in their curriculum. (Dr. Butler, Ms. Barrios(Forte), Ms. Garcia, Mr. Louis and Mr. Snider

Person Responsible Willow Louis (willow.louis@palmbeachschools.org)

2. Use of Adaptive Technology

- a. Use of reading Plus
- b. Use of iXL
- c. Use of khan academy
- d. Resources available via Blender
- e. Data and usage will be monitored by Administration.

Person Responsible Willow Louis (willow.louis@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our goal is to increase our math achievement from 50% in FY22 to 55% in FY23. As aligned with the District's Strategic Plan Theme A: Academic Excellence and Growth, Goal 1- Ensure all Students engage in teaching and learning that results in academic excellence.

Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning. The data component that demonstrates the greatest need for improvement is math, as we only received 50% proficiency this year when we were at 59% proficiency in FY19. We are raising the standards and expectations so that our students are not just graduation ready but post-graduate-ready.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. We have continued to provide common planning for both Algebra and Geometry, to provide opportunities for teachers to come together collaboratively to receive training and support to ensure impactful instruction.

Our third instructional priority is to use trends in student data and work samples to identify learning needs to adjust instruction. We will monitor system how students perform between all three PM Windows and adjust as needed depending on the results.

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

Our measurable goals for FY23 will be to increase our proficiency by 5% which would be an increase from 50% to 55%, L25 students for Math to 50%.

The data-driven targets for this year are :

1. To outperform the district on the FY23 Winter Algebra 1 and Geometry Diagnostics
2. To show an increase in pass rates on Algebra 1 and Geometry EOC assessments in FY23.

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement, providing us with the data that they need to make decisions about instruction and differentiated support for the students.

Teachers will monitor students' performances using district-created USA and FSQ common assessments. Teachers will analyze data to drive instruction, providing remediation to students in need. The teachers will utilize differentiated instruction for students needing extra support, provide tutorials and utilize a variety of platforms to support student achievement, not limited to iXL, Delta Math, and Khan Academy. Administrators will monitor via classroom walkthroughs, data chats with students, and monitoring of student performance via online assessments and paper based assessments

Person responsible for monitoring outcome:

Darren Edgecomb (darren.edgecomb@palmbeachschools.org)

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

1. Algebra 1 and Geometry students will be remediated and enriched through differentiated instruction and small groups (as needed) with digital and blended learning opportunities using adaptive technology such as Mathnation, Khan Academy, and resources available via Blender.
2. We also have double-blocked lower-performing students in Algebra 1 and Foundational Skills Math to provide additional support. (Ms. Wehr, AP, and Ms. T. Miller, Department Chair.)
3. Leadership classroom observations and learning walks
4. Saturday Success Academies & MathLab (lunchtime tutorials)

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. MathNation is an interactive platform that is used in conjunction with the text for Algebra and Geometry. Using the MathNation platform, students have an opportunity to view videos, and review sessions for remedial practice as well as a plethora of other resources. Khan academy provides an additional platform for more ways of interacting with students, this platform also assists with SAT/PSAT Prep. SAT scores and PSAT scores can be utilized as concordant scores for graduation.
 2. District FSQs/USAs are standards-based quizzes and assessments that follow the district scope and sequence to mirror State Assessments.
 3. Math will host tutorials such as Saturday Success Academies, Math Lab (Lunch Tutorials), and after-school tutorials.
- Teachers using standard-based teaching strategies ensure better accountability. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment, and helps keep on track.

Action Steps to Implement

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

By incorporating small group instruction:

- a. Students will be assessed with district-created standards-based online assessments using USAs/FSQs.
- b. Teachers will analyze data from performance matters, Khan Academy, Delta Math, and/or iXL to determine standards for reteaching.
- c. Teachers will demonstrate how modifications and accommodations are made for all students in their lesson plans.
- d. Teachers will continue to assess students informally and formally through classroom interaction and projects if applicable.
- e. Monitoring will occur through classroom walkthroughs, review of lesson plans, student data analysis, and participation of department-led PLCs.

Person Responsible

Darren Edgecomb (darren.edgecomb@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Palm Beach Central will continue to integrate our Positive Behavior Support (PBS) by sharing our Universal Guidelines for Success (Bronco PRIDE) and communicating throughout the school year with our students through daily announcements, google classrooms, etc. We keep our parents and community stakeholders informed via the school newsletter, school website, standard operating procedures, and approved social media platforms. Our PBS Team meets monthly to review data and possible initiatives/rewards for students and staff. Area behavior matrices are posted in classrooms, the cafeteria, and throughout the campus. We also have Bronco PRIDE posters throughout the school/every classroom. PRIDE stands for Positivity, Respect, Integrity, Dedication and Excellence. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single culture of excellence.

When looking at SafeSchoolsforAlex.org, we see our school ranks #66 out of 494. Compared to all high schools, Palm Beach Central falls into the "very low" category with 0.5 incidents per 100 students.

The aforementioned rating was for 14 incidents for 2,895 for the 2020-2021 school year.

There were only two violent incidents per 2,895 students enrolled, which was a violent incident rate per 100 students of 0.07. This ranked "very low" for the statewide rank of #70 out of 494. Palm Beach Central High School ranks #7 compared with Palm Beach County.

There were zero property incidents for the 2,895 students enrolled. Again, this ranked "very low" for the statewide rank of #1 statewide out of 494. Additionally, we rank #1 as "very low" for our county for property incidences.

Palm Beach Central High School ranks #94 statewide for Drug/ Public incidences which is "very low." There were 12 incidents for 2,895 students for the school year 2020-2021.

Our total suspensions reported were 50 out of 2,895 students and ranked #16 with Palm Beach County. The suspension per 100 students is 1.7 and is ranked "low" statewide and county.

We implement Suite 360 with fidelity throughout the school year by conducting our "Mental Health Monday's" giving teachers and students the time throughout the school day to implement the SEL lessons.

We will also continue to utilize progressive discipline and alternative consequences, such as mandatory

Saturday Success Academies and after-school tutoring, to decrease our suspension rates.

We believe in keeping our stakeholders abreast of the happenings on our campus to build positive family engagement. We send Parentlink calls and emails to parents, we keep our school website updated, and we use the school marquee to list upcoming school events and activities. Teachers utilize the Remind app, email via SIS, and Parentlink to keep families up to date with information pertaining to their classes or clubs/ organizations they sponsor. We also have a school Twitter handle (@BroncosPBCHS) and Facebook page (Facebook.com/pbcentralhs) for families to subscribe to for school updates.

Our major school-wide events include:

- Freshmen Orientation
- Sophomore, Junior & Senior Check-in Events
- Algebra Parent Night
- Open House
- Ongoing Parent-Teacher Conferences
- Choice Program Open House
- AVID Parent nights
- LIA Engagement Nights
- Cambridge Night
- FAFSA night
- Dads, Take your child to school day
- SAC meetings
- FASFA night
- Coffee Talk with the Principal

Our School Counselors meet with students through their classes to explain the course selection process, graduation requirements, and the college acceptance process. Senior graduation status checks begin the third week of school and again during 2nd semester. PBCHS School Counselors work with students and parents in graduation, career, and college readiness goals through large group and individual counseling.

Administrators and school staff use that accelerated potential reports to ensure that students take the most rigorous courses they can handle. With this, it provides an opportunity for students to take AICE/AP classes they otherwise would not have attempted to take

AICE (Cambridge)/AP informational sessions are provided for parents and students who would like to know more information on these accelerated programs.

AVID also hosts informational and parent nights. AVID is a national program guided towards closing the achievement gap and provides "middle of the road" students the opportunity to partake in higher-level courses, therefore, creating the reality of college more plausible. Funding will be needed to support this program.

Latinos in Action (LIA) offers an asset-based approach to bridging the graduation and opportunity gap for Latino students, working from within the educational system to create positive change. LIA focuses on four pillars: leveraging personal and cultural assets, excelling in education, serving the community, and developing leadership skills. Funding will be needed to support this program

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

Principal and Assistant Principal: Promoting collaboration among staff members with proper focus and leadership, creating a positive environment where teachers can share best practices that are responsive to student needs.

Teachers: Collaborating with staff members, standards-based instruction, participation in tutorial programs.

School Counselors: Being available for students and parents to nourish a path for academic success.

Ms. Philemon (Behavior Health Professional) ensures that students participate in positive initiatives throughout the year.

Students' emotional needs are met and monitored through our School Counselors, Behavior Health Professional, DATA Counselor, Co-located Counselor and ensuring teachers have access to Social Emotional Learning curriculum to implement with the students. Supporting student Mental Health and Social-Emotional Health, we implement health lessons mandated by the state of Florida utilizing the Suite360 lessons, which are delivered to the students from their content-area teachers.

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.

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.