

The School District of Palm Beach County

Royal Palm Beach High School



2022-23 Schoolwide Improvement Plan

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Royal Palm Beach High School

10600 OKEECHOBEE BLVD, Royal Palm Beach, FL 33411

<https://rpbh.palmbeachschools.org>

Demographics

Principal: Michelle Fleming

Start Date for this Principal: 8/24/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
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: B (54%) 2018-19: B (54%) 2017-18: C (52%)
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	ATSI
* 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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<https://rpbh.palmbeachschools.org>

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	Yes	94%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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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.

"Living the Wildcat Best Is the Key to Our Success"
We strive to live 'The Royal Way' everyday!

Provide the school's vision statement.

Royal Palm Beach Community High School is dedicated to meeting the holistic needs of all students. This will be achieved by ensuring:

- a safe, respectful, socially just environment
- rigorous academics with personalized instruction for on campus
- a variety of extracurricular activities

This will all be accomplished while building parent and community involvement, and maintaining open communication among all stakeholders.

Students will graduate with pride and confidence, prepared to succeed in their post-secondary endeavors and become inquiring, lifelong learners and productive, global citizens.

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
FLEMING, MICHELLE	Principal	Responsible for overall safety and security of the school as well as all students meeting their academic success through individualized support and intervention. Collaborating and networking with the community, teachers, and students to provide successful outcomes for all stakeholders.
Cote, Barbara Victoria	Assistant Principal	Responsibilities include daily activities and events on campus, supporting student in the alpha He-Me for discipline and academics. Admin over Positive Behavior Support Initiatives, overseeing the coordination of graduation, social media communication, and business partners. Responsible for instructional materials in all subject areas. Supports and conducts observations in the content areas of Physical Education, Social Studies, ESOL, and AVID. Title 1 Administrator, Accreditation point of contact, and School Improvement.
Lingerfelt, Misty	Assistant Principal	Student Services Administrator, supports SBT, Counseling, SEL, and ATS, works with the ESE and Reading Departments, assists the Clerical Staff.
Gilbert, Brandon	Other	Student Discipline Alphabet S-Z, Attends all SSCC District Meetings & Required Trainings, Maintains All School-Wide Culture Systems: Classroom Cell Phone Posters / Incentives, Supports and facilitates MTSS / RtI, District Strategic Plan Liaison, Supports DILs of Reading & ELA Support Reading Plus & SPIRE Programs, PAPER Coordinator, Supports Social Justice Summer Programming, Supports Project Connect, Supports Data Trends: Performance Matters / EDW Supports Implementation of B.E.S.T. Standards Professional Development, Supports Marzano & PGP development and implementation, SIP Initiative Member, LTM / PLC Admin Support, Active member of the Instructional Leadership Team, Attends SAC & Parent Meeting, Attends Sporting & Academic Events as well as All other duties as assigned.
Fourney, Stephanie	Math Coach	Provide support for all 9-12 math teachers. Organize and run PLC's. Work closely with DIL in planning math department meetings. Progress monitor FSQ's and USA's for Algebra 1 and Geometry courses. Provide data for teacher and student data chats. Support B.E.S.T implementation and alignment. Assist teachers in pacing and creating lesson plans. Push-in support with modeling and coaching teachers. Support textbook adoption and curriculum alignment. Attend monthly DIL meetings at the district and relay important information to our team.
Basinger, Melissa	Instructional Coach	Progress Monitor FSQ's/USA's/NGSQ's, PLC Coordinator / Scheduling / Documentation, Run PLC's w/DIL, AVID Coordinator, Testing Support, Performance Matters / EDW Specialist, Data Chats / Accountability, Push-In Support / Modeling / Coaching, Celebrations: "Sunshine Committee", Active member of the Instructional Leadership Team, and All other duties as assigned.

Name	Position Title	Job Duties and Responsibilities
Vaughan, Erin	Dean	Supporting students in the alpha Mi-R for discipline and academics. Help with Positive Behavior Support, along with Social Emotional Learning (SEL). Monitor Suite 360 compliance, SAC committee chair, Immunization Compliance processing, along with support Social Studies and IB History teachers. Assist with the School Improvement Plan, and all other duties as assigned.
Shroyer, Aleah	Reading Coach	Progress Monitoring, Monitor all Reading Teachers & support DIL, Run PLC's w/ DIL, Reading Plus/SPIRE OVERsight, Teacher and Student Data Chats , Plan and Implement Rotations & Small Group Rotations, Plan and Implement "boot camp" support, Push-In Support/ Modeling and Coaching, Monitor LOW 25% population, Monitor LOW 25%/ Graduation Fragile, Instructional Leadership Team Member.
Dicurcio, Daniel	Magnet Coordinator	International Baccalaureate Diploma Program Coordinator. Responsibilities include daily program coordination of the IB program. IB program coordination includes recruitment and retention of students in the program, data analysis to guide program development, IB budget management, scheduling, overseeing legal guidelines of IB implementation, responsible for the 5 year review and accreditation, and responsible for international exam testing. Social studies department head. PLC leader. Clinical educator.
Murphy, Kathryn	School Counselor	School counselor for pre-IB and IB students. Manages the school counseling team including: School Counselors, Behavioral Health Professional, Case Manager, Mental Health counselor, DATA counselor and graduation coaches. Supports school graduation rate, social emotional and academic needs of students, supports mental health of students. Coordinates parent night events, parent conferences, classroom lessons, school wide and individual student scheduling. Direct contact for outside agencies and NCAA/NAIA, Scholastic Achievement and an active member of Instructional leadership team, safety team, school based team. Oversees department coordination and supports: School Based Team, Character Counts, FAFSA, HBCU/HSI Tour, College Visits, Dual Enrollment, Scholarships, Bright Futures, Talented 20, School Counselor Social Media, Women of Tomorrow, Teen Parent Program, Homelessness/Foster care, SAT/ACT fee waivers and Community Service resources.
Baker, Michelle	Other	Lead, coach and guide ESE teachers on instruction and use of curriculum for students with disabilities (SWD), provide professional development to faculty and staff related to SWD needs, ensure compliance with all laws and regulations related to students with IEPs, communicate and coordinate with service providers, facilitate IEP meetings, communicate with parents regarding the special education process, assist parents in accessing community resources and programs available to SWD, assist with transitioning SWD upon graduation

Name	Position Title	Job Duties and Responsibilities
Jones, Lisa	Assistant Principal	Principal's Designee, curriculum, master board, professional development, Educational Support Program, new teachers, testing manager, ELA/Math accountability/teacher observations/participate in Professional Learning Communities, manager PLC's with Learning Team Facilitator, Department Instructional Leaders supervisor, manager of Professional Learning Communities, manager of Instructional Leadership Team, manager of faculty meetings, participate and attend School Advisory Council meetings and parent meetings, supervise daily school activities as well as evening activities and all other duties as assigned.
Skowron, Marlaina	Administrative Support	AICE Coordinator / Academies Coordinator

Demographic Information

Principal start date

Wednesday 8/24/2022, Michelle Fleming

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.*

1

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

143

Total number of students enrolled at the school

2,423

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

28

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

19

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	677	320	606	616	2219
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	122	137	131	157	547
One or more suspensions	0	0	0	0	0	0	0	0	0	127	122	72	84	405
Course failure in ELA	0	0	0	0	0	0	0	0	0	105	186	165	78	534
Course failure in Math	0	0	0	0	0	0	0	0	0	103	172	139	91	505
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	170	189	154	121	634
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	266	279	174	127	846
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	160	175	190	154	679

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	254	291	232	193	970

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	94	83	80	92	349
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	3	3	25	42

Date this data was collected or last updated

Wednesday 8/24/2022

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	603	621	558	590	2372
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	53	43	53	58	207
One or more suspensions	0	0	0	0	0	0	0	0	0	29	22	14	6	71
Course failure in ELA	0	0	0	0	0	0	0	0	0	155	231	205	171	762
Course failure in Math	0	0	0	0	0	0	0	0	0	116	193	235	206	750
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	146	170	140	79	535
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	15	43	55	56	169
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	131	174	164	140	609
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	348	360	0	0	708

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	141	216	213	177	747

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	31	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	3	4	26	44

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	603	621	558	590	2372
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	53	43	53	58	207
One or more suspensions	0	0	0	0	0	0	0	0	0	29	22	14	6	71
Course failure in ELA	0	0	0	0	0	0	0	0	0	155	231	205	171	762
Course failure in Math	0	0	0	0	0	0	0	0	0	116	193	235	206	750
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	146	170	140	79	535
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	15	43	55	56	169
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	131	174	164	140	609
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	348	360	0	0	708

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	141	216	213	177	747

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	31	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	3	4	26	44

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	47%	55%	51%				46%	57%	56%
ELA Learning Gains	51%						44%	51%	51%
ELA Lowest 25th Percentile	36%						33%	43%	42%
Math Achievement	28%	42%	38%				46%	54%	51%
Math Learning Gains	41%						39%	45%	48%
Math Lowest 25th Percentile	49%						36%	43%	45%
Science Achievement	57%	43%	40%				62%	73%	68%
Social Studies Achievement	56%	53%	48%				59%	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	60%	69%	-9%	67%	-7%
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	57%	69%	-12%	70%	-13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	64%	-26%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	60%	-10%	57%	-7%

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	24	38	26	12	32	41	28	33		94	45
ELL	20	42	39	12	33	43	32	26		96	70
ASN	71	59		43	50		75	63		100	94
BLK	42	48	35	22	40	49	49	56		97	77
HSP	48	53	37	29	42	47	59	53		94	77
MUL	48	52		32	43			57		95	95
WHT	55	51	33	40	46	64	71	62		93	83
FRL	44	50	36	26	40	47	55	55		94	79
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	14	19	18	11	19	30	30	27		90	28
ELL	21	37	35	12	18	20	31	33		94	33
ASN	57	50		39	16		62	71		92	75
BLK	37	36	28	17	15	21	44	48		95	51
HSP	36	35	31	19	19	26	51	62		93	66
MUL	36	44		26	7		62	74		100	69
WHT	48	39	18	38	15	20	61	67		93	64
FRL	33	34	28	18	16	22	47	54		93	55
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	12	28	25	19	35	44	28	22		91	58
ELL	18	29	22	29	32	25	52	30		79	85
ASN	78	48		75	47		68	71		100	93
BLK	38	41	30	40	42	35	48	50		96	74
HSP	47	45	38	44	41	40	63	59		90	81
MUL	57	40		69	33		86	75		89	82
WHT	58	49	32	57	33	28	86	79		90	84
FRL	41	42	31	43	39	35	59	54		93	77

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)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	69
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	50
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	54
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	60
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	60
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	52
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?

FY21 FSA vs. FSA 22
 9th ELA 39.9 % vs 50.3%
 SWD 13.5% vs 24.8%
 ELL 17.1% vs 17.4%

FY21 FSA vs. FSA 22
 10th ELA 37.1% vs 44.6%
 SWD 14% vs 22.2%
 ELL 18.2% vs 9.5%

Algebra 1
 Winter USA Data 13%
 SWD 5%
 ELL 4%

Algebra 1 FY21 EOC 49% vs FY22 EOC 23%

SWD 11% vs 12%
ELL 7% vs 10%

Geometry FY21 EOC 31% vs FY22 EOC 24%
SWD 16% vs 10%
ELL 12% vs 6%

US History
Winter USA Data 58%
SWD 48%
ELL 20%

US History FY22 EOC 56.2% vs FY21 EOC 57.4%
SWD 32.9% vs 26.8%
ELL 12.5% vs 30.4%

Biology
Winter USA Data 30%
SWD 9%
ELL 4%

Biology FY22 EOC 57.4% FY21 EOC 50.4%
SWD 28% vs. 30%
ELL 26.7% vs 19%

Based on this data trend, our focus will be on student achievement within our subgroups of SWD and ELL. Our data trends show a focus on literacy and math that includes remediation of standards and foundational skills while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA-identified subgroups, ELL and SWD, who will receive strategically targeted support through various modes of instruction, including technology, small groups, tutorials, push-in, pull-out services, data chats, and student monitoring. Additional support in Algebra and Geometry our in-school, during the school day tutorial program, ensured student participation and success. Schedules were adjusted to include tutorial days and ensure student participation.

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

The data component that demonstrates the greatest need for improvement is our overall proficiency rate. In both Algebra 1 and Geometry, our scores have decreased since the 2021 school year. Geometry decreased slightly by 7% but Algebra had a larger decrease of 26%. In Algebra 1, our ELL proficiency rate has decreased in half, from 16% to 8% proficient, and our SWD from 24% to 10%. Our students need extra support in foundational skills of Algebra. Remediation is needed to strengthen those building blocks of mathematics. Basic algebra skills are necessary for success in Geometry also. Differentiated instruction in small groups can be used to meet the needs of SWD and ELL students. After seeing this data and acquiring a plan, our focus will be to increase learning gains in overall proficiency and increase the learning gaps of our students with disabilities.

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

These declines occurred for a few different reasons. The first concern is the number of students tested each year. The school year of 2021 was a full virtual year where all learning was digital. In that year, only 567 students tested in Algebra 1 and 488 tested in Geometry. In the year 2022, the school fully

reopened so the numbers were much larger with 1,094 students in Algebra and 711 students in Geometry. The second concern is the learning gaps that occurred during the virtual year. Math is a very hands-on subject and it was challenging for our students to succeed without physically being in the classroom. Also, since math builds, students that struggled in Algebra had those same struggles at the start of Geometry.

Our action steps would include working together in PLCs. Teachers can pull student data and collaborate on techniques for remediating and supporting the needs of our students. Before, during, and after remediation teachers can have data chats with students. Students will set goals for themselves and have an accurate prediction of future learning gains. Our Single School Culture Coordinator will provide our teachers with a review of essential materials, such as the quality of instruction that needs to tie to the standards, and data from all subgroups. Our math coach will assist teachers in differentiating instruction to meet the needs of all students based on their data from assessments.

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

Based on state assessments, 9th grade ELA showed the most improvement in achievement from 39.9% on 2021 FSA ELA to 50.3% for 2022.

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

With a 10% increase, our success in 9th grade ELA can be attributed to the relationship between the teacher and the curriculum they teach revolving around a hands-on collaborative design approach. Implementing a school-wide writing initiative assisted in our 9th-grade student writing throughout the different content areas. Our 9th grade ELA teachers are knowledgeable in their field of study, therefore, allowing them to take ownership in collaboratively designing ways to implement the curriculum to meet the needs of all student learning types. In unison with our PLC leader, our teachers utilized their time during PLCs where they are able to organize, guide each other, and structure their lesson plans towards the specific goals and standards in a collaborative design. Our teachers took time to reflect on the data and the individual student's needs and abilities, thus they became knowledgeable of the differentiated ways the standards could be implemented.

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

In order to achieve acceleration, we need to start with student-centered strategies for our SWD. Teachers assist students in identifying what they know and don't know to move forward and understand the next topic. After support is given to SWD, we can implement deeper learning through complex problems and projects. We will focus on scaffolding intentionally, building vocabulary, and prioritizing standards. With these techniques, we hope to see growth in our math acceleration. Building SWD autonomy with every unit of instruction starts with a simple goal-setting task using 'can-do' statements. For each SWD and ELL, have learners indicate what they can do, need to do, and want to learn. Identifying those areas they most need and want to learn about allows them to prioritize those elements in a lesson. Discuss multiple approaches and strategies, Have ample time for decision-making, and Re-evaluate errors.

Providing Professional development to assist teachers in helping formulate personal goals/realign tasks to correspond with interest, Debate ideas freely, and Create Experiments and Real-World Problems that would be excepted by teachers to build student autonomy. Enriching lessons with Higher-order questions put advanced cognitive demand on our students. Supporting our ELLs and SWD with GO-To strategies, small group instruction, and differentiated instruction.

In PLCs we can determine efficient ways to help students access grade-level content. We should

prioritize high-level skills and rigorous content while spiraling back to keep students on track with both Algebra, Geometry, and other content 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.

Teachers have support from instructional coaches and DIL's. Teachers attend weekly PLCs where they work collaboratively with their colleagues and share ideas. Teachers and instructional leaders are able to gain knowledge during professional development days, faculty meetings and DIL meetings. DIL's have support from the Learning Team Facilitator. They stay informed by attending monthly meetings after school with the LTF and coaches. The academic coaches are a part of the instructional leadership team. They work closely with each teacher in their department and are very "hands-on". During pre-school, teachers have opportunities to attend PD on SEL strategies, ELL and ESE teaching techniques, single school culture, systems and best practices, culturally responsive teaching and mental health support. During pre-school, teachers attend PD on student autonomy, rigorous classroom instruction, culturally responsive teaching, AVID strategies, SEL, and mental health support. Multicultural support for welcoming and inclusive schools and classrooms will be utilized to make sure our ELL and migrant students population are having their needs addressed. These PDs will be followed up during faculty meetings and professional development days throughout the school year, to ensure best practices are occurring.

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

To ensure sustainability with our SWD, our focus will continue to be on implementing standards-based and differentiating that instruction. Resources and strategies aligned to grade-level standards and scaffolds are put in place to support SWD who are not performing at grade level. Teachers, including resource teachers, collaborate to ensure the academic success of our students. As instruction is implemented, it is key that the teacher ensures maximum student engagement. Our goal is to ensure the following:

1. Small Group Differentiated Instruction: Targeted instruction using rigorous texts designed to increase learning gains in ELA and Math. Data-driven differentiated instruction is planned to meet the needs of all students. Ongoing progress monitoring for all students. However, students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support the specific needs of students.
2. Literacy Across All Content Areas: Effective literacy skills enable students to analyze and think about content leading to a better understanding of concepts. During common planning and PLCs, teachers will plan the implementation of Text, Talk, and Task, strategies as they plan instruction in all content areas.
3. Collaborative planning with academic coaches and single school culture coordinator. Collaborative planning will consist of deliberate coaching, modeling, and guiding instructional expectations. The instructional expectations include data-driven instruction that scaffolds according to the needs of the student.

Follow-up by the administration through classroom walkthroughs and feedback will assist in assuring the material is used correctly and with fidelity.

Areas of Focus

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

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#1. 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.	<p>Our focus is to increase our Math achievement from 28% in FY22 to 33% in FY23. If we focus on standard-based instruction to increase learning in Algebra and Geometry, then our students will increase their math learning gains from 41% to 54% in FY23. This will align with the District's Strategic Plan to directly impact student achievement and support the increase of the graduation rate.</p> <p>This year, our overall Math achievement increased from 22% FY21 to 28%. This was a 6% overall increase in Math Achievement. When looking at the data for our ESSAR subgroups, SWD and ELL were the lowest performers in Geometry. Our SWD student was at 9% proficient on the Geometry Spring EOC which was a decrease of 5% from FY 21 EOC. Our ELL student was at 4% proficient on the Spring Geometry EOC which was a decrease of 8% from the FY 21 EOC.</p> <p>As for the Algebra 1 Spring EOC, our SWD and ELL students were the lowest performing subgroups. Our SWD student was at 10 % proficient on the Algebra Spring EOC which was a decrease of 14% from FY 21 EOC which was at 24%. Our ELL student was at 8% proficient on the Spring Algebra EOC which was a decrease of 8% from FY 21 EOC which was at 16% proficient.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By January 2023, as measured by the Alg. 1 mid-exam, SWD will increase by 5% to 33% proficient. Geometry mid-exam SWD will increase by 5% to 34% proficient on the mid-exam.</p> <p>By January 2023, as measured by the Alg. 1 mid-exam, ELL will increase by 5% to 35% proficient. Geometry mid-exam ELL will increase by 5% to 41% proficient on the mid-exam.</p> <p>By Spring EOC 2023 Algebra and Geometry will Increase Learning Gains of higher performing students (L3-5) by 5%, Increase SWD Learning Gains in Math by 5%, Increase ELL Learning Gains in Math by 5%, Increase Overall Math Learning Gains by 5%, Increase Graduation Rate to 95%</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>District provided common assessments will be used to track student progress based on District Scopes and Pacing. Assistant Principal over math will meet with teachers to have data chats based on assessment results. Teachers will meet in PLCs to review data and determine remediation, and best practices for implementation, engagement, scaffolding, and differentiation of rigorous content. Administrators will conduct daily walkthroughs with applicable feedback to monitor the use of PLC strategies, student engagement, and if the rigor of the standards is being met. The math coach will monitor the use of assistive technology, such as IXL and Khan Academy, programs to ensure they are being used with fidelity.</p>
Person responsible for monitoring outcome:	<p>Lisa Jones (lisa.jones@palmbeachschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy	<ol style="list-style-type: none"> 1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, processes, and products. The teacher will provide tutorials and utilize a variety of platforms to support student achievement in small groups. 2. Professional Learning Community: Teachers will have ongoing professional development from the district as well as in-house to strengthen standards-based learning. 3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL.

being
implemented
for this Area
of Focus.

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

4. Math coach: available to support and model in-class instruction and strategies
5. Pull out tutorials for Seniors needing to meet graduation requirements

Through consistent interventions by each teacher in Math, the unique needs of each student will be met, through tutorials and direct support by utilizing the following strategies:

1. By incorporating small group instruction based on USA data to identify areas of weakness in standard-based instruction. The online USA's have had a direct correlation of students' performance on the EOC as they are all standards-based assessments.
2. Teachers that participate in PLCs will have the opportunity to provide valuable resources, and exemplars to students, build a collaborative network, and make informed decisions to improve student performance.
3. By unitizing IXL will provide a significant aid in increasing student achievement when the programs are used with fidelity.
4. Will provide support to the teacher as an ongoing initiative to model strategies in-class instruction.
5. Provide students with descriptive feedback to ensure content is being enriched, retaught, and reflected.

Action Steps to Implement

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

1. Incorporate Small group instruction:
 - a. Students will be assessed using USA's and FSQ's in both Algebra and Geometry. The teacher will utilize Differentiated Instruction strategies and small group instruction in Math courses.
 - b. Teachers will analyze student data to determine strengths and weaknesses in the content area.
 - c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities.
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning n make adjustments to instruction.

Person Responsible Stephanie Fourney (stephanie.fourney@palmbeachschools.org)

2. Professional Learning Committees -
 - a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
 - b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
 - c. Two Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction, and differentiated instruction.
 - d. Teachers will meet weekly with the math coach or PLC coordinator, to work collaboratively to analyze data and plan and develop lessons that aligned with the standards.
 - e. Instructional coaches and resource teachers will assist with standards-based planning to build teachers' capacity with standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned with the standards.

Person Responsible Melissa Basinger (melissa.basinger@palmbeachschools.org)

3. Instructional Technology and resources (IXL, Math Nation, Study Island):
 - a. Provide teachers with professional development to ensure the appropriate use of adaptive technology.

- b. Teachers will develop a rotational schedule to ensure all students have access to technology.

Person Responsible Stephanie Fourney (stephanie.fourney@palmbeachschools.org)

4. Math Coach

- a. Provide Instructional Strategies
- b. The teacher will model AVID and Cultural Responsive teaching.
- b. Teachers will participate in weekly PLC and learn how to use strategies and best practices in the classroom.
- c. Teachers will refer to AVID and ELL go to strategies while lesson planning,

Person Responsible Stephanie Fourney (stephanie.fourney@palmbeachschools.org)

5. Academic Tutors -

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Choose research-based supplemental materials and resources during tutorials.
- c. Analyze teacher classroom data to determine who will be tutors.
- d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
- e. Students will be selected and grouped for pullout tutorials, and afterschool based on the results from FY22 FSA/EOCs, FSQs, USAs, and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.
- f. identify students needing strategic support and provide pull-out services to meet their needs. Students receive tutoring during the day, and afterschool.

Person Responsible Lisa Jones (lisa.jones@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Our focus is to increase our SWD achievement in ELA from 23% in FY22 to 28% in for FY23. If we focus on standard-based instruction to increase learning in our English and Intensive Reading class, this then will allow our students to increase their ELA learning gains from 37% to 42% in FY23. This will align with the District's Strategic Plan to directly impact student achievement and support the increase of the graduation rate.</p> <p>Our English and Intensive Reading class sizes were not conducive to providing adequate small group instruction. Large class sizes, in our Intensive limited teachers' ability to differentiate instruction to meet the needs of our SWD students. This year, our overall ELA achievement increased from 13% in FY21 to 23%. This was a 9% overall increase in ELA Achievement. When looking at the data for our grade level, our 9th grade SWD students were at 24.8% proficient on the 9th grade ELA FSA FY22 which was an increase of 11.2% from FY 21 9th grade ELA FSA. Our 10th grade ELA FSA student was at 22.2% proficient on the 10th grade ELA FSA FY22 which was an increase of 8.3% from the FY 21 ELA FSA. Though our students did make improvements, our SWD students in ELA our an area of focus since we want an overall proficient level at the threshold.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By February 2023 on the Progress Monitoring assessment in ELA, our SWD will have increased Learning Gains by 5% from the baseline Progress Monitoring assessment in the Fall of 2022.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>District provided common assessments will be used to track student progress based on District Scopes and Pacing. Assistant Principal over ELA and Reading will meet with teachers to have data chats based on assessment results of USA and FSQs. Teachers will meet in PLCs to review data and determine remediation, and best practices for implementation, engagement, scaffolding, and differentiation of rigorous content. Administrators will conduct walkthroughs with applicable feedback to monitor the use of PLC strategies, student engagement, and if the rigor of the standards is being met. The reading coach will monitor the use of assistive technology, such as Reading Plus, SPEARS, and Khan Academy, programs to ensure they are being used with fidelity.</p>
Person responsible for monitoring outcome:	<p>Misty Lingerfelt (misty.lingerfelt@palmbeachschools.org)</p>
Evidence-based Strategy: Describe the evidence-based	<ol style="list-style-type: none"> 1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, processes, and products. The teacher will provide tutorials and utilize a variety of platforms to support student achievement in small groups. 2. Professional Learning Community: Teachers will have ongoing professional development from the district as well as in-house to strengthen standards-based learning. Including ESE resource teachers to participate in PLC.

strategy being implemented for this Area of Focus.

3. Reading and English teachers will incorporate the use of technology-based programs including No Red Ink, Reading Plus, SPEARS.
4. Reading coach: available to support and model in-class instruction and strategies and data chats
5. Pull out tutorials for Seniors needing to meet graduation requirements

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

Through consistent interventions by each teacher in the Intensive Reading class, the unique needs of each student will be met, through tutorials and direct support by utilizing the following strategies:

1. By incorporating small group instruction based on USA data to identify areas of weakness in standard-based instruction. The district assessments have had a direct correlation with standards-based instruction for PM.
2. Teachers and Resouce teachers participate in PLCs, will have the opportunity to provide valuable resources, and exemplars to students, build a collaborative network, and make informed decisions to improve student performance.
3. By unitizing research-based technology will provide a significant aid in increasing student achievement when the programs are used with fidelity.
4. Reading Coaches will provide support to the teacher as an ongoing initiative to model strategies in-class instruction, data-chats, and researched base strategies.
5. Tutorials will provide students with descriptive feedback to enrich, reteach, and reflect.

Action Steps to Implement

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

1. Incorporate Small group instruction:
 - a. Students will be assessed using USA's and FSQ's. The teacher will utilize Differentiated Instruction strategies and small group instruction to enrich, reteach, and reflect on assessments. .
 - b. Teachers will analyze student data to determine strengths and weaknesses in the content area.
 - c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities.
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning n make adjustments to instruction.

Person Responsible Aleah Shroyer (aleah.shroyer@palmbeachschools.org)

2. Professional Learning Committees -
 - a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
 - b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
 - c. Two Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction, and differentiated instruction.
 - d. Teachers will meet weekly with the reading coach or PLC coordinator, to work collaboratively to analyze data, and plan and develop lessons that aligned with the standards.
 - e. Instructional coaches and resource teachers will assist with standards-based planning to build teachers' capacity with standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned with the standards.

Person Responsible Melissa Basinger (melissa.basinger@palmbeachschools.org)

3. Instructional Technology and resources Reading Plus, No Read Ink, SPEARS, and Khan Academy:
 - a. Provide teachers with professional development to ensure the appropriate use of adaptive technology.
 - b. Teachers will develop a rotational schedule to ensure all students have access to technology.

Person Responsible Aleah Shroyer (aleah.shroyer@palmbeachschools.org)

4. Reading Coach
 - a. Provide Instructional Strategies
 - b. The teacher will model AVID and Cultural Responsive teaching to meet the needs of SWD.
 - b. Teachers will participate in weekly PLC with Reading Coach and learn how to use strategies and best practices in the classroom.
 - c. Teachers will refer to Blender when lesson planning.

Person Responsible Aleah Shroyer (aleah.shroyer@palmbeachschools.org)

5. Academic Tutors -
 - a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose research-based supplemental materials and resources during tutorials for SWD.
 - c. Analyze teacher classroom data to determine who will be tutors.
 - d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials for our SWD.
 - e. Students will be selected and grouped for pullout tutorials, and afterschool based on the results from FY22 FSA/, FSQs, USAs, Winter Diagnostics, and current PM data.
 - f. identify students needing strategic support and provide pull-out services to meet their needs. Students receive tutoring during the day and after school.

Person Responsible Misty Lingerfelt (misty.lingerfelt@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.

We provide counseling services with dedicated time for the core social-emotional curriculum, supplemental (data-driven small group counseling) support based on identified student needs, and intensive (brief individual counseling, referral) supports for students to school-based and community resources. Mentors are assigned to students identified with SEL concerns. Check-in/Check-out is utilized with students in need of positive adult interactions and positive feedback throughout the school day. There are various campus activities that address the social/emotional needs of students such as Activity Fairs and assemblies from SwPBS Expectations to programs such as Social Media Awareness.

Utilizing the Suite 360 curriculum, students participate in lessons on topics 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. Each student on campus has received a 2-1-1 sticker to have placed on their IDs. This sticker provides a community helpline and crisis hotline that provides suicide presentation, crisis intervention information, assessment, and referral to community services.

RPBHS is taking part in SEL initiatives and restorative circles during 5th-period class, structuring a process for bringing students together to understand one another, strengthen bonds, solve problems, and share/understand feelings. In addition, we also survey all of our students to determine if they have an adult who they can confide in, on campus. Advisors will establish positive nurturing relationships in an effort to foster a culture of support to all students. Advisors will guide students in developing healthy habits and provide strategies so that students can cope with the challenges they face on a daily basis.

RPBHS builds positive family engagement by hosting an array of events such as our orientation to new and returning students, our counselors will host a variety of parent presentations such as Graduation requirements, Community Service, Testing Requirements, Dual Enrollment, AP/AICE course information for course planning, College A-Z/ FAFSA and SAC meetings to keep the parents and community informed.

Resources (e.g., school supplies and clothing) for our ELLs will be distributed by our Case Manager and School Counselors through the Family Resource Center. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation of programs and services designed to improve the outcomes of our English Language Learners. Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

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 teach 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, is 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.

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

Principal and Assistant Principals: promote collaboration among staff members, with a proper focus on creating a welcoming and positive environment. They also present to all grade levels during the beginning of the year on PBS, the Student Code of Conduct, and student safety procedures.

Assistant Principals and Deans, meet with students to discuss tradies and school behavior. They provide personalized attention and solutions to current situations. They also collaborate together in de-escalation techniques that support restorative justice for our students.

Our ATS dean utilizes SEL and corrective strategies to have student rethink their decisions and provide positive feedback on how to handle difficult situations in the future.

We connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care-Giving Youth, etc); A DATA Counselor (Drug/Alcohol) is located full-time on campus, along with a co-located therapist, our own personal behavioral health specialist, and case manager. These staff and programs work in concert to prevent the use of alcohol, tobacco, and drugs and foster a safe, drug-free learning environment supporting student wellness, student achievement, and appreciation for diversity.

Staff Members: engage with identified students to provide a differentiated delivery of services based on student/school needs. Include core (classroom guidance, workshop, assembly), supplemental (solution-focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).

Teachers: use our school-wide positive behavior support system of Wildcats Best points in SIS to bring attention to students exhibiting safe, respectful, and responsible behavior in the classroom and around campus. Students are rewarded through a weekly name drawing and are recognized on the morning news. Students receive lunch fast passes, chick-fil-a gift cards, and other prizes. All staff members play a huge part in this aspect of your school culture.

Behavior Health Professionals: utilize data-based decision-making to close academic, social-emotional, and college-career equity gaps by connecting all students with the services they need.

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 counselors ensure students feel safe, welcome and included. They are available to students in the morning and during lunches to address student needs which certainly include social-emotional needs. 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.

With different clubs and organizations on campus, promote community involvement and provide excellence in leadership. Several clubs and sponsors, promote secondary education, the arts, and build long-lasting relationships, provide students an opportunity to do service projects with an internationally-minded focus, help youth promote a peaceful and sustainable world, and create a generation of young leaders committed to positive change within themselves and the community.

Our graduation coach hosts The Women of Tomorrow, whose mission is to inspire, motivate, and empower young women to live up to their full potential through a unique group mentoring program with highly accomplished professional women and scholarship opportunities. Both graduation coaches take time to schedule college and universities to come on campus and present about their schools and programs. Suits for Seniors, focus on preparing our young men to be productive citizens in today's society.

Our ESE teachers and BIA focus on building special relationships with our EBD, ASD, and IND students in order to assist them in becoming good citizens.

Our staff creates meaningful parent involvement during our SAC meeting, in which the principal takes time to go over past and future events, situations, and everyday life at Royal Palm Beach Schools.

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