

The School District of Palm Beach County

# Park Vista Community High School



2022-23 Schoolwide Improvement Plan

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# Park Vista Community High School

7900 S JOG RD, Lake Worth, FL 33467

<https://pvhs.palmbeachschools.org>

## Demographics

**Principal: Enrique Vela**

Start Date for this Principal: 8/27/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	48%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (66%) 2018-19: A (68%) 2017-18: A (68%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Park Vista Community High School

7900 S JOG RD, Lake Worth, FL 33467

<https://pvhs.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2021-22 Title I School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 24px;">48%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">51%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	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.**

Park Vista Community High School is committed to fostering a safe environment which respects diversity while providing an atmosphere of academic excellence, student involvement, and positive opportunities for all. We support the District's mission to educate, affirm and inspire each student in an equity-embedded school system.

#### **Provide the school's vision statement.**

1. Student learning is the chief priority of the school.
2. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
3. A safe, positive, and comfortable environment promotes student learning.
4. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
5. Students are prepared to achieve success in the global community.
6. Students will foster academic and career achievement as well as life-long learning.

Our vision supports the District's vision: Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

### 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
Vela, Enrique	Principal	Instructional leader of the school, overseeing all budgetary and operational aspects of the school center.
Killeen, Mary	Assistant Principal	Oversees English (ELA), Reading, ELL and Performing Arts Departments and is responsible for schoolwide professional development and for updating this School Improvement Plan. Maintains the Crisis Response Plan and coordinates all safety drills in an effort to continuously monitor student safety.
DiFonte, Marie	Assistant Principal	Oversees the science department and monitors student performance in biology. Works with our ESE department and our student ambassadors program.
Higley, Brent	Assistant Principal	Oversees our school textbooks, facilities, keys and our choice academies (Automotive, Medical, and Media Studies).
Pierre, Pia	Assistant Principal	Oversees our math department and math proficiency scores, gains, and L25%. Monitors student performance in algebra, algebra support, geometry and geometry support classes. Oversees Student Services and World Languages as well.
Lanier, Reggie	Assistant Principal	Coordinates and aligns the school's curriculum and testing programs in an effort to continuously improve academic achievement. Oversees graduation and our master schedule of courses.
Wendrow, Shana	Teacher, ESE	ESE Coordinator; oversees all aspects of our ESE subgroup as it relates to student achievement, gains, L25% gains, acceleration and graduation.
DeWalt, Rick	School Counselor	Oversees the guidance department; monitors student attendance, inputs the master schedule as it relates to student achievement. Oversees senior graduation check-lists.
Peteck, Ronn	Assistant Principal	Community School Assistant Principal; oversees adult education and campus safety for adult ed and activities on-campus after the regular school day has ended.
Leibowitz, Brian	Dean	Assists with the math department, Single School Culture, School-wide Positive Behavior support and AVID as these relate to student achievement and attendance.
McDonough, James	Dean	Coordinates our mental health specialists and referrals. Serves as School-based Team Leader, monitors students on SBT for academics and behavior, implements the Rtl process and monitors attendance as these relate to student achievement.



## Demographic Information

**Principal start date**

Saturday 8/27/2022, Enrique Vela

**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.*

9

**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.*

17

**Total number of teacher positions allocated to the school**

187

**Total number of students enrolled at the school**

3,205

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

30

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

30

**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	844	802	791	827	3264
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	34	30	30	117
One or more suspensions	0	0	0	0	0	0	0	0	0	99	89	52	62	302
Course failure in ELA	0	0	0	0	0	0	0	0	0	230	0	0	0	230
Course failure in Math	0	0	0	0	0	0	0	0	0	230	0	0	0	230
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	136	98	0	0	234
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	103	0	0	0	103
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	4	12	0	3	19

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	0	0	0	0

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	0	20	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	1	19	23

Date this data was collected or last updated

Monday 9/19/2022

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	797	784	796	793	3170
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	34	30	30	117
One or more suspensions	0	0	0	0	0	0	0	0	0	19	40	23	19	101
Course failure in ELA	0	0	0	0	0	0	0	0	0	91	190	216	166	663
Course failure in Math	0	0	0	0	0	0	0	0	0	74	185	213	161	633
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	79	98	80	83	340
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	71	84	11	105	271
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	212	287	0	0	499

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	81	166	177	128	552

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	18	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	3	11	15

**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	797	784	796	793	3170
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	34	30	30	117
One or more suspensions	0	0	0	0	0	0	0	0	0	19	40	23	19	101
Course failure in ELA	0	0	0	0	0	0	0	0	0	91	190	216	166	663
Course failure in Math	0	0	0	0	0	0	0	0	0	74	185	213	161	633
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	79	98	80	83	340
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	71	84	11	105	271
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	212	287	0	0	499

**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	81	166	177	128	552

**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	18	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	3	11	15

**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	66%	55%	51%				71%	57%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains	61%						57%	51%	51%
ELA Lowest 25th Percentile	49%						49%	43%	42%
Math Achievement	53%	42%	38%				70%	54%	51%
Math Learning Gains	57%						54%	45%	48%
Math Lowest 25th Percentile	45%						43%	43%	45%
Science Achievement	81%	43%	40%				78%	73%	68%
Social Studies Achievement	72%	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	77%	69%	8%	67%	10%

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	77%	69%	8%	70%	7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	64%	12%	61%	15%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	60%	8%	57%	11%

**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	33	40	31	22	35	30	44	41		96	27
ELL	33	53	55	39	54	36	61	22		100	33
ASN	76	75	50	66	64		86	70		100	80
BLK	56	59	47	45	57	46	73	60		99	63
HSP	63	58	51	49	50	40	77	72		98	73
MUL	63	59	44	53	59		79	71		100	61
WHT	71	63	49	59	61	47	85	76		98	81
FRL	57	57	48	45	54	41	73	59		97	69

  

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	33	43	34	25	24	10	48	43		98	35
ELL	36	50	45	29	22	11	52	33		95	43
ASN	65	60	29	62	44		78	72		94	94
BLK	50	49	37	27	16	10	56	48		100	73
HSP	61	53	43	41	24	14	74	55		99	74
MUL	58	48	19	35	25		85	75		100	81
WHT	70	57	50	49	22	14	83	73		98	87
FRL	53	51	42	36	22	13	67	53		98	75

  

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	28	36	30	38	47	35	39	41		94	31
ELL	27	45	41	50	39	42	23	50		95	67
ASN	70	59	36	76	53		81	91		100	94
BLK	49	53	46	54	50	45	58	62		98	59
HSP	66	56	49	66	50	40	71	72		98	73
MUL	64	50	36	68	67	62	77	79		100	84
WHT	79	58	52	77	57	42	85	83		99	83
FRL	56	50	44	59	48	38	64	65		98	69

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	698
Total Components for the Federal Index	11
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	61
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	60
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	65
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	69
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	58
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?

When analyzing our school's yearly progress gains over time on the FSA test for ELA, Algebra, and Geometry, progress was made in 2022 when compared to 2021: Overall ELA growth (.96 to 1.02) was evident, with significant growth in 9th grade (.95 to 1.07) and growth equal to 2021 in 2022 for 10th grade (.97). Overall Math growth from 2021 to 2022 was up from .83 to .93, but still under the 1.0 indicating a year's growth in a year's time. The trend in Algebra from SY21 to SY22 is relatively stagnant and under a year's growth (from .76 to .73), while encouraging and significant growth was evident in Geometry from SY21 (.88) to SY22 (.99).

When looking at the levels of ELA student achievement by percentage in SY22, the student achievement is trending upward as Levels 3-5 have increased over time. SY22 data shows the following:

Level 5 - 12.75%  
Level 4 - 22.11%  
Level 3 - 22.11%  
Level 2 - 24.58%  
Level 1 - 18.46%

Algebra Level 1 percentages have increased over time, with SY22 at 41.6%. Geometry Levels 3-5 have also increased (SY22 is over 64%). From 2019 (pre-pandemic) Math Achievement has dropped 15% points while ELA gains from 2019 to 2022 were 4%, which is the largest positive change of the school grading elements over this time period.

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

When analyzing changes in performance percentages from 2021 to 2022, the areas that demonstrate the greatest need for improvement are high school acceleration, which is a lagging indicator and lost 6 percentage points, and our math lowest 25%, which made positive gains but still falls far behind the percentages earned in other cells at 45%.

When analyzing changes in performance percentages from 2019 to 2022, however, math overall achievement, which dropped 15%, US History achievement, which dropped 6%, and overall ELA achievement, which dropped 5% are all areas of concentration as we work to equal or surpass our pre-pandemic achievement levels.

Therefore, we are tackling each school grade component concentration by adding two percentage points to each category as our goal for change in 2023.

This is also the first year that our SWD Subgroup is below the 41% threshold at 40%. We have one of the largest ESE Departments with a wide range of educational disabilities and will be working hard to find even more research-based ways to reach this population.

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

Contributing factors to the relatively poor math achievement and math learning gains may be a lack of consistently-implemented engagement strategies and small-group remediation practices due to time constraints and alignment with the fast-paced math curricula. Additionally, our school lost several longtime math instructors in 2020 and in 2021, and are still providing support to our newest instructors. Targeted staff development is needed this year to bolster the skills and strategies of newer instructors in order to combat the learning loss we have experienced in math as evidenced by the 15% loss from 2019 to 2022.

An additional contributing factor is personnel vacancies in 9th and 10th grade ELA classes leading to inconsistent foundational instruction in English during the last three school years. Targeted staff development and support is being provided in the ELA department as teachers new to our school and new to teaching are an important part of our staff and its team approach. Using observational data in iObservation as well as anecdotally, we have noticed that students in reading courses as well as English courses struggle with acquiring and utilizing new vocabulary words in order expand their written responses and provide more detail in their vocal discussions with their instructors and with their peers. We are committed to tackling this data component in order to stop its decline in proficiency as well as the substantial growth we know that our school is capable of accomplishing this year, especially after a time of both in-person and virtual learning.



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

When analyzing achievement from 2021 to 2022, it is evident that math achievement and gains have experienced the most positive change, although math gains for our lowest 25% are still at the lowest percentage of all of the high school grading components at 45%. Every cell increased from 2021 to 2022 except high school acceleration, which lost 6 percentage points:

Achievement: 2021 2022

ELA 64 66

ELA Gains 55 61

ELA L25 43 49

Math 43 53

Math Gains 22 57

Math L25 13 45

Biology 77 81

US History 66 72

Acceleration 82 76

Graduation 98 98

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

The formal, informal, and walkthrough observation data from the last school year (SY22) supports the English and math areas that did show consistent, important improvement. Observational data shows that the teaching practices were largely consistent from class to class, and from grade to grade, showing that they were effective in helping us meet the needs of the majority of our students in English, Algebra and Geometry, and have helped us remediate most students as needed.

This improvement helped to inform our scheduling and instructional practices in planning for this school year (SY23) and the professional development we'd like to offer to continue this upward trend. Our Professional Learning Communities in English and math have helped us introduce the strategies necessary for remediating and accelerating our students, and our instructors have helped one another to monitor the effectiveness of these strategies. Additionally, instructors as well as administrators have been able to monitor the scheduling of our students into these courses and observe their progress, which has led our school to schedule more students into advanced AICE classes.

This progress and our plans for acceleration have been shared within the professional learning communities in the English and math departments, and ideas for additional in-service opportunities have arisen due to these important curricular discussions. This practice will continue during the 2023-2023 school year.

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

Our Math gains for the lowest 25% continues to be the poorest performing cell in our accountability data (45% in SY22), which makes this our first priority for remediation during 2022-2023. We have observed students struggling with the fast-paced math curricula while also observing student and teacher interactions in these classes as well as from formative and summative assessments. Classroom walkthrough, formal, and informal observational data support this need to work with our lowest 25% and we will closely monitor instruction in these core and remedial math courses.

A focus upon engagement in professional learning community dialogues as well as the discussion of the strategies that help grow this engagement are practices that will need continuation during the 2022-2023 school year in order to tackle learning growth at every math achievement level. We will also provide

targeted professional development to instructors of ESE students to address our SWD subgroup performance.

**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.**

Math staff development this year will consist of continuing our work with area specialists to provide targeted development related to the standards assessed within Algebra and Geometry.

Using observational data in iObservation as well as anecdotally, we have also noticed that students in reading courses as well as English courses struggle with acquiring and utilizing new vocabulary words in order to expand their written responses and provide more detail in their vocal discussions with their instructors and with their peers. We are committed to tackling this data component in order to stop its decline in proficiency as well as the substantial growth we know that our school is capable of accomplishing this year. Therefore our staff development both schoolwide and within professional learning communities will be focused upon this content.

We are continuing a vocabulary-based program entitled Membean that we piloted last year and have worked within departments to streamline lessons plans, focus on student understanding and the monitoring of this understanding in math and English classes, and have instituted learning walks within both content areas. All of our new teachers receive both mentors and buddies and visit the classrooms of their colleagues during their planning periods to observe best practices for discussion during Professional Learning Community meetings.

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

Our goals include:

1. Providing more teacher-led professional development.
2. Focusing on mental health and wellness needs.
3. Encouraging time to plan within learning communities.
4. Exploring new technologies and software.
5. Nurturing mentoring programs.
6. Supporting every instructor technologically.

Our school provides in-service on the Pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust  
The History of Black and African Americans  
The Contributions of Latino and Hispanics  
The Contributions of Women  
The Sacrifices of Veterans and Medal of Honor recipients within U.S. History

Our school integrates Single School Culture by sharing our standards of practice with students and their families. In alignment to School Board Policy 2.09 (8)(b) and Florida Statute 1003.42 (2) we instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. These foci help us to address the attendance and academic issues as identified in our needs assessment analysis.

Multicultural diversity is also showcased within the arts programs at Park Vista. Students may elect to join our Multicultural Club or participate in art expos of different cultures and/or study music of different eras and cultures.

**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 Graduation**

Instructional practice associated with improving math proficiency, math learning gains (both overall and for the lowest 25%) and ELA proficiency was identified as a critical need from data trends encompassing 2018 through 2022. These are the instructional practices that impact student graduation.

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

Math gains from the 2022 assessment data for the lowest 25% continues to be the poorest performing cell. Contributing factors may be a lack of consistently-implemented engagement strategies and small-group remediation practices due to time constraints and alignment with the fast-paced math curricula. Our midterms and formative assessment scores received during the last school year both bolstered the need to remedy student growth in math concepts and applications and strengthened our choice of this accountability area as one we should continue to focus upon as a school. Classroom walkthrough, formal, and informal observational data currently support this need to work with our lowest 25%.

ELA achievement and learning gains from assessments given in 2022 have shown growth, but our overall ELA achievement is still down 5 percentage points from pre-pandemic levels. Last school year's growth shows us that our focus on consistent, high-level instructional practices is working and must be a continued support this year, as we have ten new English instructors on our campus. Our decision to focus upon this area is supported by the District's Instructional Priorities of delivering benchmark-aligned content, monitoring student understanding, providing corrective feedback, and using data to identify learning needs.

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

To support instructional practices specifically relating to Graduation, our goals include the following measurable outcomes that our District's Instructional Priorities support. Each area will increase by at least two percentage points (except for the overall graduation rate, which will increase by 1 percentage point). Progress Monitoring from the state and from formative assessments will indicate by February 2023, and again by May of 2023 that we are making adequate progress toward these outcomes:

- Achievement: 2022 2023 GOAL
- ELA 66 68
- ELA Gains 61 63
- ELA L25 49 51
- Math 53 55
- Math Gains 57 59
- Math L25 45 47
- Graduation 98 99

To support the measurable outcomes above and to monitor our instructional practices for implementation and educational impact, we have an additional goal to support our teacher practice and coaching for our new teachers:

By February of 2023, 100% of new teachers will engage in learning walks.

**Monitoring: Describe how this Area of Focus will be monitored for**

To monitor these goals specifically relating to Graduation, we will focus on the following for proper implementation and a positive impact upon student learning and growth:

1. Increase our targeted professional development in math, ELA and reading courses, as evidenced by our professional development calendar, the number of our in-time professional development offerings and our PD-related TDEs for teacher training both

**the desired outcome.**

on and off-campus.

2. Increase our classroom walkthroughs and learning walks within departments as evidenced by data collection through the District walkthrough tool and our calendar of learning walks for all new instructors.
3. Increase our targeted, timely feedback for instructors in math, ELA and reading classes as evidenced in iObservation.

**Person responsible for monitoring outcome:**

Enrique Vela (enrique.vela@palmbeachschools.org)

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

Evidence-based strategies to support these goals specifically relating to Graduation:

1. Discussion of best practices, student data and performance monitoring as a PD focus within math, ELA and reading PLCs.
2. Vertical curricular articulation and support for math, ELA and reading courses using monitoring data from increased classroom walkthroughs and observations.
3. Targeted, research-based professional development to increase engagement and ensure correct standards-based content delivery in math, ELA and reading courses related to timely feedback for instructors.

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

1. Best practice and data discussions will be research-based and tied to performance monitoring as part of our continuous improvement model.
2. Vertical curricular alignment will be based upon state and District standards (including the new ELA B.E.S.T. standards and textbooks this year) and pacing charts.
3. Research shows that professional development, especially when provided in a timely fashion to teachers as part of an ongoing continuous improvement model will support student growth and learning in a positive manner.

**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. Discussion of best practices, student data and performance monitoring as a PD focus within math PLCs.

**Person Responsible** Pia Pierre (pia.pierre@palmbeachschools.org)

2. Discussion of best practices, student data and performance monitoring as a PD focus within ELA and reading PLCs.

**Person Responsible** Mary Killeen (mary.killeen@palmbeachschools.org)

3. Vertical curricular articulation and support for math, ELA and reading courses using monitoring data from increased classroom walkthroughs and observations.

**Person Responsible** Reggie Lanier (reggie.lanier@palmbeachschools.org)

4. Targeted, research-based professional development to increase engagement and ensure correct standards-based content delivery in math, ELA and reading courses related to timely feedback for instructors.

**Person Responsible** Mary Killeen (mary.killeen@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.

Park Vista fosters a positive school climate to support the instructional, behavioral, emotional, and social development of students. This school year, our shared expectations include behaviors necessary for the learning environment, including the support and encouragement our school will be providing to students, parents, teachers, and staff members.

High expectations for academics as well as behavior are encouraged throughout our school, both in-person and through our online communications. All students take part in school-wide social-emotional as well as social accountability lessons, and these lessons will be a part of our virtual engagement series, beginning with a school-wide lesson entitled "Electronics and Accountability: A Social Responsibility," in September.

Social media is a useful technological tool, but students must understand that with the use of technology and social media comes great responsibility. Students are reminded to always take some time to think before they text or post something that may not support our school's positive culture and environment. We will continue to support the safe and positive use of technology with "Google Classroom," to supplement and support this year's instruction. We encourage all COBRAS to be Courteous, On-time, Brilliant, Responsible and respectful, A role model, and Safe.

Additionally, our school continues to offer many clubs with teacher sponsors and we strive to make sure all of our students know about these varied and exciting opportunities by utilizing a videotaped morning announcement that is available to all of our teachers electronically every morning. This informational show has been dubbed "Venom Vision." Our school also produces a weekly Guidance Department bulletin showcasing new ways to apply for scholarships and other opportunities such as virtual college field trips. Park Vista Community High School also produces an administrative newsletter on a bi-weekly basis which includes the latest information from our District regarding new or updated procedures, board policies, and opportunities that students, staff, and parents (our valued stakeholders) need to know about in order to either become involved

in or remain a vital part of our Cobra Family.

Our school also utilizes announcements throughout the day that encourage responsible behavior and ask students to follow our rules instituted for their own safety. Parents and other stakeholders are also encouraged to contact our school with questions or needs that we might address so that they feel part of our Cobra-rific school environment. We strive daily to meet the needs of each and every student at Park Vista.

Our school provides in-service on the Pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

- The History of the Holocaust
- The History of Black and African Americans
- The Contributions of Latino and Hispanics
- The Contributions of Women
- The Sacrifices of Veterans and Medal of Honor recipients within U.S. History

Our coursework includes 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.

Our school integrates Single School Culture by sharing our standards of practice with students and their families. In alignment to School Board Policy 2.09 (8)(b) and Florida Statute 1003.42 (2) we instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. These foci help us to address the attendance and academic issues as identified in our needs assessment analysis.

Multicultural diversity is also showcased within the arts programs at Park Vista. Students may elect to join our Multicultural Club or participate in art expos of different cultures and/or study music of different eras and cultures. We have instituted two new electives this year that support our student diversity: Latinos in Action, and our Black Student Union.

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

We continue to build our positive school culture and environment through stakeholder involvement in our School Advisory Council, and through parent meetings with school staff members and school counselors. Each student receives our matrix of expected behaviors during the first week of school, and this information is also shared with each stakeholder group, including teachers, families of students, and staff members.

Our school also fosters partnerships with many outside organizations through special field trips, clubs and community programs that help our students see and experience the contributions of members who make up our local society. Our club "Women of Tomorrow" is an on-campus organization where students can learn about the strength and cultural contributions of women and how these are reflected in today's society as well as how they impact the future. Our AVID classes and teachers focus on college readiness and enrollment in accelerated course work so that students have an opportunity to succeed while enrolled in challenging courses. AVID strategies are introduced and implemented in all content areas, not just the AVID elective. AVID components offer a variety of classroom activities (such as WICOR), lesson plans,

professional learning videos, and timely articles that are relevant to students and are supported on the national level through our partnership with this program. These tools help educators implement and refine instructional practices. They also help educators provide the key academic and social supports students need to thrive. Our school utilizes the professional learning modules and materials for in-service training and can access all of these resources year-round, which makes us a part of a much larger learning community with an influential stake in the success of our positive culture and environment.

Park Vista Community High School is continuing to offer as many club and honor society opportunities as possible to help keep our students engaged both socially and academically. We are currently involved with the Science National Honor Society, Feeding South Florida volunteer opportunities, the Madden Tournament where winners earn prizes, Senior college planning workshops for our students as well as our parents, and virtual college field trips where students can learn more about the colleges of their choice. Several other clubs in addition to our Class Officers and their sponsors are vital here at Park Vista: The American Sign Language Club, Best Buddies, the Automotive Club, the Debate Team, the Environmental Club, First Priority, Habitat for Humanity, and the Jewish Student Connection are just a few of the amazing opportunities for student-teacher-community connections that Park Vista Community High School has to offer.