Santaluces Community High

2022-23 Schoolwide Improvement Plan

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Santaluces Community High

6880 LAWRENCE RD, Lantana, FL 33462

https://snhs.palmbeachschools.org

Demographics

Principal: Tameka Robinson

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 (56%) 2018-19: B (57%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Santaluces Community High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential while fostering post-secondary success through rigorous instruction, extracurricular opportunities, and responsible citizenship.

Provide the school's vision statement.

Santaluces Community High School will thrive as a collaborative and multicultural community where education, character, and lifelong learning are valued and supported.

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
Moore Robinson, Tameka	Principal	Principal Robinson is the Multi-Tiered System of Supports (MTSS)/School-wide Data-Based Decision making leader. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Gaddy, Terry	Assistant Principal	Mr. Gaddy (Community Night School AP - Oversees: PE/JROTC/Criminal Justice) is a MTSS/School-wide and night school Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Montoya, David	Assistant Principal	Mr. Montoya (AP - Oversees: School Improvement/Facilities/Science/School Safety/Student Discipline) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step

Name	Position Title	Job Duties and Responsibilities
		problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Seigel, Brian	Assistant Principal	Mr. Seigel (AP - Oversees: ESE/Reading/AVID/PBS/ESP/Business Partners/ Discipline) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Cacace, Kristen	Assistant Principal	Mrs. Cacace (AP - Oversees: Masterboard/Guidance/Biology/E20/20/Equity & Access/School Messenger/Substitutes) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data

Name	Position Title	Job Duties and Responsibilities
		3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Krupa, Jim	Assistant Principal	Mr. Krupa (AP - Oversees: Operations/Graduation/Freshmen Academy) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Porter, Winfred	Assistant Principal	Mr. Winfred (AP - Oversees: Academies/English 11-12/PD/Threat Assessment/ PBS/Discipline/Clubs & Organizations/Student LEE's) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs

Name	Position Title	Job Duties and Responsibilities
		6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Ramos, Ken	Dean	Mr. Ramos (9th Grade Dean - Oversees: Freshman Academy/PBS/Student Discipline) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Harrell, Kristen	School Counselor	Mrs. Harrell (Guidance Coordinator - Oversees: Guidance Department/ Guidance Scheduling & Services/RTI) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students

Name	Position Title	Job Duties and Responsibilities
		receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Motter, Stacey	Other	Mrs. Motter-Fay (ESE Coordinator - Oversees: ESE Department/ESE Scheduling & Support Services/RTI/SBT) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Varon, Geraldine	Other	Mrs. Varon (ESOL Coordinator - Oversees: ELL Department/ELL Scheduling & Support Services/RTI) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success

Name	Position Title	Job Duties and Responsibilities
Lescas, Amanda	Assistant Principal	Mrs. Lescas (AP - Oversees: AVID/ELL/Foreign Language/World History/Link Crew/PBS/ Khan Academy/PD/EDW/Performance Matter/ACT-SAT/Discipline) is a MTSS/ School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success

Demographic Information

Principal start date
Tuesday 7/1/2014, Tameka Robinson

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.*
4

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.*
4

Total number of teacher positions allocated to the school
147

Total number of students enrolled at the school
2,725

Identify the number of instructional staff who left the school during the 2021-22 school year.
24

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

16

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	745	676	667	637	2725
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	160	87	109	124	480
One or more suspensions	0	0	0	0	0	0	0	0	0	142	95	85	79	401
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	168	212	195	575
Course failure in Math	0	0	0	0	0	0	0	0	0	11	310	292	289	902
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	223	220	209	154	806
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	292	227	266	203	988
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	413	375	381	248	1417

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	242	309	341	313	1205

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	1	0	0	11	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	10	3	13	34

Date this data was collected or last updated

Sunday 9/18/2022

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	656	693	667	619	2635
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	49	52	67	42	210
One or more suspensions	0	0	0	0	0	0	0	0	0	31	14	10	7	62
Course failure in ELA	0	0	0	0	0	0	0	0	0	192	350	280	312	1134
Course failure in Math	0	0	0	0	0	0	0	0	0	147	361	338	308	1154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	188	217	163	141	709
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	393	353	242	313	1301
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	374	304	0	0	678

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	173	345	285	288	1091

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	10	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	3	8	14	34

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	656	693	667	619	2635
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	49	52	67	42	210
One or more suspensions	0	0	0	0	0	0	0	0	0	31	14	10	7	62
Course failure in ELA	0	0	0	0	0	0	0	0	0	192	350	280	312	1134
Course failure in Math	0	0	0	0	0	0	0	0	0	147	361	338	308	1154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	188	217	163	141	709
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	393	353	242	313	1301
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	374	304	0	0	678

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	173	345	285	288	1091

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	10	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	3	8	14	34

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	39%	55%	51%				48%	57%	56%
ELA Learning Gains	47%						48%	51%	51%
ELA Lowest 25th Percentile	43%						41%	43%	42%
Math Achievement	30%	42%	38%				45%	54%	51%
Math Learning Gains	56%						47%	45%	48%
Math Lowest 25th Percentile	66%						46%	43%	45%
Science Achievement	51%	43%	40%				65%	73%	68%
Social Studies Achievement	63%	53%	48%				70%	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	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	69%	-3%	70%	-4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	64%	-23%	61%	-20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	60%	-14%	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	16	35	33	15	43	50	24	37		96	26
ELL	18	43	41	19	59	66	28	20		88	45
ASN	65	44		36				88		100	83
BLK	37	49	42	27	56	73	45	62		98	58
HSP	36	45	45	31	54	58	51	61		96	65
MUL	59	48		50	71		83	75		100	91
WHT	55	52	35	39	62		71	65		100	72
FRL	36	48	43	27	55	65	47	60		98	61

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	17	32	30	13	24	31	31	26		97	36
ELL	14	37	37	12	21	26	30	22		86	62
ASN	83	74					83	84		94	100
BLK	33	39	32	19	23	29	37	50		97	55
HSP	40	40	31	22	20	23	51	49		94	70
MUL	53	34		28	13		68	58		95	68
WHT	57	54	46	38	31		62	76		99	82
FRL	36	39	34	20	20	24	45	50		96	64

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	18	42	42	20	32	32	33	51		91	38
ELL	20	40	36	32	49	54	36	42		72	46
ASN	64	63		71	50		89	100		100	67
BLK	44	47	41	39	42	45	62	60		88	58
HSP	45	46	38	45	49	44	62	70		88	72
MUL	54	50		61	65		80	89		100	54
WHT	64	54	62	58	48	46	82	83		97	76
FRL	44	47	41	44	47	45	62	66		89	63

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	55
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	53
Total Points Earned for the Federal Index	609
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	44
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	54
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	72
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	61
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	54
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?

Overall, Math proficiency (30%), learning gains (56%) and lowest 25% (66%) had the highest gains from FY21 to FY22 (+8% proficiency, +34% gains, and +41% lowest 25%). ELA learning gains (47%) and lowest 25% (43%) also made gains from FY21 to FY22 (+6% gains and +10% lowest 25%). When looking at the subgroup data, our SWD had the lowest achievements in ELA (16% SWD) and in Math (15% SWD) in FY22. Compared to FY21 data, SWD went down 1% in ELA and went up 2% in math. With the exception of the White subgroup for social studies (-10%) and Asian in ELA (-18%) and ELA Gains (-30%), all other subgroups made gains in the core content areas when compared to FY21 data. For FY22, our ESSA ELL subgroup's federal index increased from 35% to 44%. However the ESSA SWD subgroup is still below 41% but had a 4% increase to 38% from 34% in FY21.

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

FSA ELA overall passing rate was only at 39%, a 1% decrease compared to FY21. Though FSA Math demonstrated a 8% increase in FY22, the achievement rate was only 30%. Furthermore, only 16% of SWD students had a passing score on FSA ELA and 15% in math. Our ELL population had 18% passing

rate on the FSA ELA and 19% in math achievement. Schoolwide in grades 9-12, 52% of our population of 2725 students scored a Level 1 or 2 on FSA ELA assessment in FY22.

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

Though students returned to the classroom in FY22, teachers and students alike had to readjust to being a school setting. Additionally the year and a half of disrupted normal schooling caused COVID had detrimental effects on the necessary skill sets students need to demonstrate mastery in reading and mathematics. As seen in the data in gains for both ELA and math, transitioning back to the classroom had a positive effect on learning but not overcoming all deficiencies lost to the COVID slide. Teachers in essence needed to make up for 2 years of past skills sets plus push students to achieve on grade level. The use of AVID strategies, school-wide reading/writing initiative, and training/implementation of BEST standards would need to be taken to address the needs of students. The use of AVID will help students in their foundational skills along with developing higher level processing skills. The school-wide reading initiative called PEAL will help students with the foundations of writing and practice/application of reading strategies across grade levels and content areas. Monthly trainings for both AVID and PEAL can be provided during faculty meetings. As teachers are trained and accustomed to new BEST standards, they can help ensure that the rigor of the benchmarks are implemented through various learning settings such as whole group, small groups, differentiated instruction and scaffolding.

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

All things related to math had the most improvement. Overall math achievement increased by 8% to 30% in FY22. When looking at the learning gains and those of the lowest 25%, the improvement was significant. Learning gains increased by 34% to 56% and learning gains of the lowest 25% increased 41% to 66% in FY22.

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

Students being in a regular classroom setting helped contribute to the improvement. Teachers were able to scaffold lessons, provide small groups and differentiated instruction in person. Additionally teachers met in PLCs to determine best practices. Teachers were also able to have data chats with students to help them monitor their learning process.

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

Remediation and the introduction of reading skills and critical thinking will be needed to address student deficiencies. A school-wide literacy program (PEAL) that starts at the beginning of the school year will be used across grade levels and content to help ensure students are being exposed to reading skills and critical thinking. Monthly trainings along with anytime support will be provided to help implement the program. The re-focus on AVID strategies will be used as well. They will help assist students in their foundational and higher level thinking skills while ensuring rigorous work. The use of content teacher driven Professional Learning Communities with inclusion teachers to help analyze student work, remediation/reteach strategies, rigorous work and promote best teaching practices. To further support teachers, daily classroom walkthroughs will be used by administrators to provide feedback on classroom instruction. Students will be provided with remediation classes to make up failed courses for a second chance to work on deficient skills and knowledge. After school tutoring in the areas of math and reading will need to be established to provide additional support.

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

Teachers will be provided with various professional development opportunities to accelerate learning. One such monthly opportunity will address the school-wide literacy plan (PEAL). Teachers will be given instruction and resources on how to use critical thinking and reading skills within classrooms that are aligned to new BEST benchmarks. PLCs are also professional development opportunities occurring weekly to bi-weekly to allow teachers to adjust their instruction based on collaboration and data. To cover rigor in classrooms, teachers can be provided opportunities to learn what is rigor and how to implement in the classroom through the re-focusing of AVID strategies. With data being a contributing piece in analyzing student progress, teachers can be provided the opportunity on how to use pull and use data. The professional development can be covered as a small group breakout session or practiced in PLCs. Administrators will conduct walkthroughs to help provide feedback to teachers on best practices for instruction and student-centered classrooms.

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

We will continue to put standards-based instruction and differentiation as our driving force supported by student data. Teachers will meet in PLCs with to help ensure materials and strategies meet the rigors of the benchmarks and best teaching practices. The PLCs will also help inclusion and ELL teachers to collaborate with the content based teachers to further support student engagement and learning. Teachers will be able to develop ways to scaffold skills and materials for students through PLCs. Teachers can also plan out how to differentiate instruction. By participating in the PLCs, it will help build the capacity of the teachers with "right now" professional development through discussion and implementation of the content within PLCs. Administration will support the PLC process through attending PLCs and classroom walkthroughs.
To help build on success with our students we want to ensure that the School-wide Literacy plan (PEAL) is in place and implemented consistently. Teachers will be provided monthly PD activities to assist with implementing the program. Follow up by administration through classroom walkthroughs and feedback will assist in assuring the material is used correctly with fidelity. Data shows our students are struggling with reading based analytical and comprehension skills. AVID strategies will also be trained and implemented on a monthly basis to help in comprehension skills and rigorous lessons.
Those students needing additional support, extended learning opportunities will be provided through after school and Saturday tutorials and in-school boot camps. Saturday EOC/FSA/BEST tutorials will begin in January-February.

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. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	To ensure progress towards student achievement and subgroups within BEST and EOC courses to support the expectations of LTO #3, Increase the high school graduation rate to 90%. The below areas of focus align with the District's Strategic Plan to Increase graduation rate to 90% because Algebra 1 EOC and 10th Grade English Language Arts are requirements for graduation: *SWD subgroup has the lowest achievement levels in ELA (16%) with a 1% decline compared to 17% in FY21. *SWD subgroup has the lowest achievement levels in Math (15%) in FY22. *52% of all students in grades 9-12 scored a Level 1 or 2 on the FY22 ELA FSA *ELA achievement declined 1% to 39% compared to 40% in FY21. *Math achievement level was 30% in FY22 *Gap of 11% for ELA Achievement of School (39%) compared to State (50%).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	SWD subgroup will have a 16% increase in ELA proficiency from 16% to 32%. SWD subgroup will have a 17% increase in Math proficiency from 15% to 32%. ELA achievement will have a 11% increase from 39% to 50%. ELA Learning gains will have a 13% increase from 47% to 60%. ELA Lowest 25% will have 11% increase from 43% to 55%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	District provided common assessments will be used to track student progress based on District Scopes and Pacing. Administration will meet with teachers to have data chats based on assessment results. Teachers will meet in PLCs to review data, determine remediation, and best practices for implementation, engagement, scaffolding and differentiation of rigorous content. Minutes and sign in sheets from PLCs will be used to monitor collaboration by administrators. Administrators will conduct daily walkthroughs with applicable feedback to monitor the use of PLC strategies, student engagement, and if the rigor of the standards are being met. Administrators will monitor and provide feedback to teachers on the use of the school-wide literacy program on a monthly basis. Administrators will monitor the use of assistive technology programs to ensure they are being used with fidelity.
Person responsible for monitoring outcome:	Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy	1. SWD and Level 1/2 ELA students will be remediated and enriched using Reading+ to build stamina and comprehension skills in Reading Courses. (Mr. Siegel) 2. Implement school-wide literacy program to build stamina and comprehension skills with the assistance of District Literacy Department. (Mr. Porter/Mrs.Lescas) 3. Math teachers will implement a focused curriculum aligned with BEST benchmarks and District Blender scope and pacing, Khan Academy, Math Nation, iXCEL for Algebra 1 students and SWD subgroup. (Principal Robinson)

being implemented for this Area of Focus.	4. Inclusion and general education teachers will engage in standards-based instruction cycle through PLCs and collaborative planning days mirroring the Florida Continuous Improvement Model to support all students and SWD subgroup. (All APs) 5. Differentiated small group instruction within all ELA, Reading, and Math Classrooms to support all students and SWD subgroups. (All APs) 6. Students will be provided with tutorials in ELA, Math and EOCs (All APs).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Reading+, District provided resource that aligns with BEST benchmark requirements and accurately addresses student reading needs based on student performance. 2. With a large number of Level 1/2 students, a standards-based literacy program will support all students across all grade levels. 3. Khan Academy and iXCEL offer a significant increase in satisfactory test scores. 4. Teachers will be able to determine needs of students in a timely manner along with helping to ensure lessons meet the demands of benchmarks and best practices for teaching. 5. Differentiated small group instruction is effective because teaching is focused on specific student needs. Evidence has demonstrated that ongoing observation of students, combined with systematic assessment enables teachers to support and enhance student learning by an increase in the number of students with successful outcomes. 6. Provide students with additional opportunities for review and mastery of content outside the classroom setting.

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. & 3. Technology will be made available within ELA/SWD and Math classrooms with the use of Chromebooks and desktop computers. Students will have to use the programs for a minimum of 50 minutes per week in each course. Implementation will be monitored through observation, lesson plans, and usage data by administration

Person Responsible   Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

2. A literacy program (PEAL) will be developed based on BEST tested benchmarks. Teachers will be given PD monthly on the program and how to implement in their various content areas. Implementation will be monitored through observation, lesson plans, student samples and PD sign in sheets by administration

Person Responsible   Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

4. Teachers will meet in a weekly to bi-weekly basis in PLCs to review standards, analyze data, and determine best course of action based on student results. Full planning days will be provided at least once a semester to common plan. PLC leaders will be trained by Safe Schools to implement PLCs. Implementation will be monitored through PLC agendas and minutes by administration.

Person Responsible   Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

5. Teachers will be provided with PD and/or mentoring to ensure small group instruction is taking place within their classrooms. Teachers will collaboratively practice differentiation by: designing lesson bases on students' learning styles, grouping students based on shared interest, topic or ability for assignments, assessing student' learning using formative assessments, managing the classroom for a safe and supportive environments, and using the FCIM to meet students' needs. Implementation
will be monitored through observations, lesson plans, PLC agendas and minutes, and student samples by administration.

Person Responsible	Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

6. Tutoring will be made available to all students and SWD subgroups after school and Saturdays (Math September, EOC assessments Feb - April) to provide specific support and review of current content and/ or student needs in Math, ELA, SS, and Biology. When make up testing BEST/FSA/EOC occurs in students involved will be invited to blended tutorials based on tested area. Implementation will be monitored through establishment of advertisement, established calendar dates, tutorial lesson topics and student sign in sheets by administration.

Person Responsible	Tameka Moore Robinson (tameka.robinson@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.

Santaluces will continue to foster positive relationships with parents, families, and stakeholders through parent engagement meetings that will focus on the holistic needs of students. These meetings will focus on educating parents on the resources that are available to their learners, as well as strategies that can be used to support the learning that takes place in the classroom.

Santaluces provides incoming 9th graders with a Freshman Academy. All 9th graders are placed in small learning communities with a team of teachers who help to make a smooth transition to high school for the incoming cohort. Incoming 9th graders who may need additional support transitioning to high school are invited to Santaluces for a virtual summer Jump Start program where they earn high school credit and work directly with a senior class mentor.

Santaluces students in grades 10 -12 are provided with a guidance counselor and AP based on alphabetical listing. This allows students, counselors and APs to develop relationships over the students' academic career. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the Suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

The 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages is shared with students.

Caring staff listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.
Senior students are invited to college presentations by transition specialists and college representatives. Seniors in the AVID program visit college campuses to orient themselves to the college life. Dual enrollment courses are provided on campus to model the college format for seniors prior to their exit from high school. AICE and AP courses are offered to students to receive potential college credit when they graduate. We encourage each student take at least one AICE or AP course.
Santaluces uses District provided Character-development programs with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. Additionally students are supported in school-based character development programs such as "Boys to Men" and "Women of Tomorrow."
Santaluces implements a Single School Culture by consistently referring to the universal guidelines CHIEFS matrix, whereby each letter in CHIEFS exemplifies the following: C is Culture, H is Health/Well Beings, I is Involvement, E is Excellence, F is Focus, and S is Service. Following Grade-Level Assemblies, the behavioral matrix and teacher expectations are covered and re-taught with all students. Communicating with parents and monitoring PBS ensures success. We instill an appreciation for multicultural diversity through anti-bullying
campaign, structured lessons, and implementation of PBS. Students are continuously praised for adhering to the matrix and are given incentives through several recognition mechanisms for behavior and academics. The school uses the AVID model to promote college awareness among students. College Representatives are invited on campus and participation in the presentations is open to all students during the school day. Santaluces participates in ASVAB testing to help drive career choices. Santaluces partners with community organizations who provide college scholarships.
Santaluces houses several academy programs that facilitate the earning of industry certifications which yield immediate employment in the community in above entry level jobs. The school also promotes a post-secondary celebration day to recognize seniors who have been accepted to various colleges and the Armed Services with the entire student body.

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

Principal and Assistant Principals: Promote collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals and assistant principals can positively influence their school culture with strategies that encourage collaboration.

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.

School Counselor: 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.

Teachers: Incorporate PBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. PBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

Supervision Staff: Supports the safety and security of the school by building positive relationships with students and teachers. Through relationship building, they help solve or provide assistance with minor issues and concerns before they become a problem.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:
(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. 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.