

The School District of Palm Beach County

Spanish River Community High School



2022-23 Schoolwide Improvement Plan

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Spanish River Community High School

5100 JOG RD, Boca Raton, FL 33496

<https://srhs.palmbeachschools.org>

Demographics

Principal: Allison Castellano

Start Date for this Principal: 7/31/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	42%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (76%) 2018-19: A (69%) 2017-18: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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<https://srhs.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 6-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>42%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>44%</p>

School Grades History

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

Spanish River High School's vision is to create a nationally known high school highly regarded for its academic excellence while helping all students prepare for and be accepted into post-secondary education or careers.

Provide the school's vision statement.

Spanish River High School strives to be a racially and culturally diverse community of students, parents and staff, dedicated to creating a supportive environment where all are treated with unconditional positive regard and acceptance. Within such an environment, each person will be empowered and inspired to reach his or her full academic, emotional, physical and spiritual potential.

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
Castellano, Allison	Principal	<p>As principal of Spanish River High School, Mrs. Castellano is the instructional leader of the school and manager of the building. She is the decision maker with master schedule, supervision, curriculum, and teacher evaluations. As principal, she also manages budget, contracts, and other building decisions. Additional responsibilities are listed below:</p> <ul style="list-style-type: none"> Teacher Evaluation Supervision School Improvement Disaggregate Data Develop school grade goals Supervise and Evaluate Administrators Classroom walkthroughs and feedback to teachers Campus facility improvements Master Schedule Teaching assignments
Goron, Mara	Assistant Principal	<p>The assistant principal oversees the AICE program, which ensures that our students are provided with options of acceleration, equity and access to advanced coursework. Mrs. Goron also handles the new teacher program in which she provides our new teachers with mentorships, ongoing PD, and support to retain our teachers. She is also responsible for:</p> <ul style="list-style-type: none"> AICE/College Board Coordinator Clubs Coordinator Community Service Departments: ELL, ELA, Reading, World Languages ESP Contact Field Trips /TLEs Graduation Ceremony Coordinator Grants Master calendar / MBO Student observation/teaching intern program Teacher evaluations Testing Co-Coordinator
Allen, Kia	Assistant Principal	<p>The assistant principal provides support to our school counselors and mental health counselors. Dr. Allen oversees mental health referrals to ensure that students are being provided with real time supports on a timely basis.</p> <ul style="list-style-type: none"> Departments: Mathematics and Guidance FTE Monitor Graduation Gatekeeper Health Immunization/Vision Screening Mentoring Program Coordinator Student Discipline A-D Student registration procedures Student support services blue coordinator Teacher Evaluations Tutorial Coordinator COVID Contact

Name	Position Title	Job Duties and Responsibilities
Carril, Jennifer	Assistant Principal	<p>The assistant principal is the leader of the school based team (SBT), She reviews student discipline and academic data with the team and problem solves. As the PBIS administrator, she also reviews and analyzes school-wide and individual student data to create a positive school environment with the team. As the Professional Development coordinator, Mrs. Carril completes needs assessments to ensure effective and applicable PD is provided, including school improvement strategies.</p> <ul style="list-style-type: none"> District Accreditation Edgenuity Departments: Science, Exceptional Student Education PBIS Facilitator SIS/Gateway Attendance McKinney Vento Caregiving Liaison Professional Development Coordinator Summer School Programs School Improvement Plan Student Discipline L-Q Supervision Teacher Evaluation
Sollod, Ira	Assistant Principal	<p>Mr. Sollod focuses on the master board to ensure students are provided with the best education and course selections. As the leader of the crisis response team, he monitors and updates the team on safety and security, including preparation for emergencies completing the required fire/tornado/other drills throughout the year.</p> <ul style="list-style-type: none"> Principal's Designee Bell Schedule Crisis Response Team Leader Departments: CTE, Social Studies. Academy Emergency Drills FTE Master Board Transportation Coordinator Student Support Services Silver Coordinator Student Discipline R-Z Student lockers Supervision Teacher Evaluation
Wade, Joshua	Assistant Principal	<p>As assistant principal, Mr. Wade oversees the supervision of the campus. He ensures our campus is safe, including having all areas of the campus covered and protected. He also heads our Threat Assessment team where he completes necessary investigations on students and situations that may be a threat to our campus and student safety. As the manager of the custodial staff, Mr. Wade has established and ongoing plan for sanitizing and cleaning of the campus.</p>

Name	Position Title	Job Duties and Responsibilities
		Departments: Fine and Performing Arts, Physical Education, Early Childhood academy, Athletics Textbooks / Obligations Freshmen transition Newsletter Student Discipline E-K Supervision Teacher Evaluations Student Orientation SESIR

Demographic Information

Principal start date

Wednesday 7/31/2019, Allison Castellano

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.*

8

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

Total number of teacher positions allocated to the school

150

Total number of students enrolled at the school

2,614

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

15

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

29

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	658	649	685	595	2587
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	36	56	59	45	196
One or more suspensions	0	0	0	0	0	0	0	0	0	0	61	70	46	45	222
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	62	153	59	56	330
Course failure in Math	0	0	0	0	0	0	0	0	0	0	64	117	128	101	410
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	54	57	73	22	206
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	29	85	71	17	202
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	73	48	47	27	195

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	79	141	122	78	420

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	34	11	25	31	101
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	1	5	11	19

Date this data was collected or last updated
Tuesday 8/16/2022

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	0	621	662	601	599	2483
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	12	8	13	3	36
One or more suspensions	0	0	0	0	0	0	0	0	0	0	9	15	15	4	43
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	68	115	107	97	387
Course failure in Math	0	0	0	0	0	0	0	0	0	0	85	107	97	94	383
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	51	54	51	38	194
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	4	24	28
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	62	89	89	78	318

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	8	22	16	20	66
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	3	0	10	14

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	621	662	601	599	2483
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	8	13	3	36
One or more suspensions	0	0	0	0	0	0	0	0	0	9	15	15	4	43
Course failure in ELA	0	0	0	0	0	0	0	0	0	68	115	107	97	387
Course failure in Math	0	0	0	0	0	0	0	0	0	85	107	97	94	383
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	51	54	51	38	194
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	4	24	28
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	62	89	89	78	318

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	8	22	16	20	66
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	0	10	14

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	77%	55%	51%				77%	57%	56%
ELA Learning Gains	70%						63%	51%	51%
ELA Lowest 25th Percentile	61%						53%	43%	42%
Math Achievement	76%	42%	38%				72%	54%	51%
Math Learning Gains	67%						48%	45%	48%
Math Lowest 25th Percentile	63%						35%	43%	45%
Science Achievement	81%	43%	40%				84%	73%	68%
Social Studies Achievement	85%	53%	48%				87%	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
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	69%	14%	67%	16%
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	85%	69%	16%	70%	15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	64%	4%	61%	7%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	60%	12%	57%	15%

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	50	52	47	53	66	54	52	63		100	47
ELL	46	60	61	64	63	61	55	67		100	78
ASN	76	76		89	58		94	86		100	95
BLK	64	68	65	53	54	48	73	75		100	48
HSP	71	65	52	73	69	66	76	80		100	79
MUL	88	75		96	77		85	100		100	82
WHT	81	72	65	80	68	66	83	87		100	85
FRL	67	66	55	74	68	65	72	76		99	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	41	52	45	33	29	18	50	46		100	45
ELL	50	62	58	53	40	41	51	64		100	48

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
ASN	86	72		83	43		86	100		100	86
BLK	61	54	42	38	33	29	57	56		100	54
HSP	71	61	54	63	40	41	67	78		100	71
MUL	81	79		73	50		100	83		100	67
WHT	78	67	54	67	30	30	84	85		100	81
FRL	65	63	58	53	32	36	64	73		100	65

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	39	41	36	38	38	34	65	66		100	29
ELL	47	64	62	64	51	38	69	62		95	47
ASN	79	44		88	60		93	84		91	80
BLK	44	47	38	34	24	22	59	82		95	46
HSP	72	61	56	68	46	36	78	79		96	67
MUL	70	59		65	48		89	100		100	64
WHT	83	67	60	79	52	37	90	92		98	77
FRL	65	58	51	62	41	29	78	83		96	54

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	816
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	65
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	84
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	65
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	71
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	88
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	76
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	70
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?

Based on our 2022 state assessments and progress monitoring data, the trends that emerged included a significant gain in our performance in ELA, and Math. Our ELA achievement in 2022 was 77%, a 1.7 point increase. Our ELA gains were 70%, a 5 point increase from 2021. Our ELA Lowest 25% gains were at 60.8%, a 7.3 point difference from 2021. Our math achievement was 76.4%, a 12.2 point difference from 2021, our math gains were 67%, a 32.8 point difference from 2021, and our math lowest 25% gains were 63%, a 29 point difference. Our highest gains were our black subgroup in ELA with the lowest 25% gains at 65%, a 23 point gain from 2021. Our math gains continued to show great improvements in our Black and Hispanic subgroup (21 and 29 point gain at 54% gains for black and 69% gains for Hispanic). We excelled in our FRL and ELL subgroups in the areas of math. FRL showed a 74% achievement in math, a 68% in gains, and 65% in lowest 25% gains; ELL had 59% math achievement, 66% gains, and 59% lowest 25% gains. Our ESE subgroup showed a significant difference in achievement in ELA and math with 49.6%, and 8.3 point increase from last year, and math achievement at 53%, a 20.4 point increase.

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

The data components that demonstrate the greatest need for improvement include our ELA gains in our ESE and ELL subgroup. Historically our ESE subgroup falls below 50% in ELA achievement and gains. In 2019, we were at 41% learning gains in ELA for ESE. In 2021, we were at 52%. In 2022, we remained at 52% in our learning gains. Our ELL subgroup dropped in ELA learning gains from 64% in 2019, 62% in 2021, and 60% in 2022. Our Winter Diagnostic ELA data showed our ESE students struggled in grade both 9th and 10th grades with 54% and 60% not meeting threshold. Our ELL students' Winter Diagnostic data for ELL showed over 78% of our 9th graders were falling below threshold, while our 10th grade ELL students were at 60.7% below threshold.

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

A few of the major factors to our need for improvement include the pandemic, the learning loss, and difficulty with reengagement of our students. In addition, based on our progress monitoring data, our writing practice was not as successful as it needed to be. Students also had a difficult time building those relationships with other students and staff due to absenteeism/mandatory quarantine days. New actions that need to be taken to address our need for improvement include more relationship building, which we have implemented through the addition of inclusion classes for ELL as well as a study skills/college/career type class for ELL students to receive assistance in all classes as well as build relationships. We are also adding additional boot camps/tutoring programs to focus on more writing practice, especially for

those students who are in need of retaking the FSA this year as a graduation requirement. In addition, we are determining which adaptive technology program will best fit the needs of each student. A new action we took is the purchase the upgraded version of No Red Ink as we believe it gives our students that need extra support in writing a program to support their needs. Also new, we are also piloting IXL for Reading to determine if that will be a better fit in some instances than Reading Plus only. Our ELA/Reading teachers will confer in PLCs to determine what is best for each student.

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

Based on our 2022 state assessments, the data components that showed the most improvements were in the area of mathematics. Overall, our math gains jumped 32.8 points from 34.4% to 67.1% in 2022. Also our Math lowest 25% gains went from 34.1% in 2021 to 63.1% in 2022, a 29 point difference. This huge improvement was also seen in our subgroups (ELL had a 36 point jump in gains, and a 28 point difference in lowest 25% gains; our ELL subgroup gained 24.8 points in gains and 20.8 points in lowest 25% gains; our Hispanic subgroup gained 29 points and 24.8 points for the lowest 25% gains. Our ESE subgroup gained 37 points and 35.9 points for gains and lowest 25% gains).

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

Contributing factors to this amazing improvement came from our strong teachers in Algebra and Geometry, including their hard work and dedication. Tight PLCs and classroom visits played the largest role in their success along with ensuring that instruction whole group and small groups matched the true intent and rigor of the standards. Based off our our goals from the 2021 SIP, our focus was to include additional resources, differentiated instruction, and targeted tutorials. We also contribute our improvement to the cohesive PLC groups in the area of math. We sought out supports from the district to assist our teachers in maximizing their lessons, especially in the double block of math and inclusion classes. We continued to utilize IXL for additional supports, and conducted boot camps for students prior to the FSA/EOCs. Our targeted tutorials included incentives for students to attend which helped our teachers get more buy-in.

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

Strategies that will need to be implemented to accelerate learning would be to continue to build on our small group tutorials and differentiated instruction in the classroom. Using our PLC model in Algebra and Geometry, include our math teachers that are teaching the pre-requisite/remediation courses to ensure they are equipped with the best materials and strategies to help make our students successful. We will also continue to use our supports at the district level to help guide us as needed.

All of our PLC leaders(content experts) will continue to be trained through a Pilot program; enable the team leaders to take back to their teams and continue to grow our PLC program on our campus. Leadership team meets with the leaders monthly in the area of instructional strategies. This group of leaders will ensure that ALL students receive access to rigorous, standards based instruction on our campus. Using similar materials enables our teachers to then come back to the table and dive deep into the data for next steps for the students that have not exhibited mastery yet.

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.

We will need to provide PD on our new technology programs, include our PLC programs to ensure teachers are collaborating and adding additional PD in content areas to accelerate their knowledge; continued PD on differentiated instruction.

The PLC group of leaders will receive a wide array of Professional Development to take back to their teams. The first training this year will include PM Unify baseball card reporting training by our district EDW specialist. This enables our teachers to look at students' test histories along with current test scores to build a plan for remediation and acceleration. The PLC leaders will also receive training in SEL strategies as well as PLC techniques at one of their upcoming monthly trainings. The PLC leaders then take these learned strategies and share at their weekly or bi-weekly PLCs on campus.

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

We will be providing our teachers with ongoing professional development in the area of our new technologies that we will be utilizing in the areas of reading and writing, including No Red Ink, Newsela, and IXL. We will also be reaching out to our district support staff to assist with tutorials and strategies for our ELL and ESE students. Training will be tailored to the specific PLC group after looking at data for the content area and having discussions with the PLC leaders. It is important to offer training and services to the group that best meets the needs of the students.

After school tutorials will include virtual and face to face options for students. Additional is our pilor of IXL for reading/ELA as well as the purchase of the upgraded version of No Red Ink. These NEW adaptive technology programs will make it easier to differentiate instruction for all of our students.

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.

Our data disaggregation of our 2022 state assessments and progress monitoring tools showed our greatest need for improvements to be found in the area of ELA, specifically in our ESE and ELL subgroups. We had a 0% increase in learning gains for ELA for our ESE students, comparing our overall ELA learning gains at 5 points, our black subgroup's learning gains at 13 points, and our Hispanic group at almost 5 points.

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

By the end of the 2022-2023 school year, we will increase our ELA learning gains in ESE and ELL by 5%, based on our 2022 state assessment data of 52% learning gains in ELA to 57% learning gains in ELA for ESE, as well as our ELL data in 2022 of 60% to 65%.

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

Our Area of Focus will be monitored through learning walks, ELA Professional Learning Communities, mandatory USA assessments, Progress Monitoring assessments, and monitoring the use of additional support programs including Achieve 3000 (ELL), No Red Ink and Reading Plus.

Person responsible for monitoring outcome:

Mara Goron (mara.goron@palmbeachschools.org)

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

We will use our ELA PLCs to analyze student data and create plans for success. Our ELL and ESE students will be provided additional supports through the utilization of sheltered and inclusion classes, also keeping our class sizes small. Our Level 1 students are placed in Intensive Reading where they are provided with small group instruction and Reading Plus supports. Our ELL students are also provided with a course for research college and career success where they receive supports in all core courses.

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

Ensuring our students are enrolled in additional supports as needed (Level 1, low Level 2 Reading) in our Intensive Reading and/or support classes for ELL and ESE, providing boot camp and small group tutorial sessions to increase writing skills, utilizing additional supports such as No Red Ink, Reading Plus, and Achieve 3000, closely monitoring our ELA PLCs to ensure teachers are discussing their ELL and ESE students' progress at each meeting and creating plans for success.

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.

Provide professional development to staff in the area of new technologies to assist students in ELA, including reading and writing (Ex: Reading Plus, Achieve 3000, No Red Ink, Newsela, and IXL).

Person Responsible Mara Goron (mara.goron@palmbeachschools.org)

Provide boot camps and targeted tutorials to include ESE and ELL students in ELA in the area of writing (for students who need to retake the ELA FSA).

Person Responsible Mara Goron (mara.goron@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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NA

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.

Spanish River High integrates Single School Culture by sharing our Universal Guidelines for success and communicating these expectations to students, staff, and parents through student protocols which we monitor through PBIS data analysis. We have posters of our expectations throughout our campus. We continue to teach and review through our morning announcements where adults and the student body reiterate our expectations along with celebrating students who are exhibiting our positive school culture, or "being a SHARK."

In alignment to school board 2.09 and Florida State statute 1003.42, our school highlights multicultural diversity within our curriculum and arts, and also have parent/family multicultural nights through our ELL department. We have a strong Hispanic Heritage club which promotes and celebrates cultures throughout

the school year with activities and expressive presentations.

Our PBIS universal school guidelines and matrix is evident through specific practices. Our students exhibit being a SHARK (safe, honest, accountable, responsible, and kind). We teach this at our beginning of the year assemblies for each grade level as well as to new students that arrive. We continue to maintain a Single School Culture through our PBIS celebrations of students and staff through our weekly shout-outs on the announcements.

We have implemented and will continue to implement the mental health lessons that are mandated by the state of Florida utilizing Suite 360 curriculum. Our mental health counselors on campus support the behavioral and mental health of our students.

Several initiatives and programs have been established to foster a college culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include: The promotion of increased student participation and performance in AP and AICE coursework; the SAT school day administration; free PSAT administration for all 9th and 10th graders; free SAT administration for 11th grade; guidance services working with schools to inform and support students and parents in graduation and college readiness goals; and college visits and career days throughout the school year.

We provide ongoing support through tracking our students' progress; providing necessary tools for success (credit recovery, intensive reading, supportive math courses, tutorials, mentoring). We update our action plans during PLCs and Administrative team meetings on a weekly basis.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan 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:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) 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.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions 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.

(t) 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.

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

Our school staff consists of four school counselors for 10-12th graders, two counselors for 9th grade, an ELL counselor, a full time Mental Health Counselor, and a co-located Mental Health Counselor. We have created a college and career counselor to assist students with college preparation, including resume writing and application assistance. We also have an academy coordinator who works with all of our academy students and help keep them on track for success. Our counselors and administrative staff work together to assist in the well-being of our students through frequent checks, meetings, counseling, and mentoring. School based team meets biweekly to discuss students with barriers to academic or behavioral success. Staff members act as mentors for student success. Various student led clubs and organizations are offered throughout the school year to promote student socialization including We Dine Together.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

During the 2021-2022 school year, we created a PLC Pilot program where we trained and continued supports for our PLC leaders to help our teachers become experts in data analysis, collaboration in planning, and continued support for our students.