West Boca Raton High School

2022-23 Schoolwide Improvement Plan

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West Boca Raton High School

12811 GLADES RD, Boca Raton, FL 33498

https://wbrh.palmbeachschools.org

Demographics

Principal: Ed Capitano

Start Date for this Principal: 8/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
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 Native American Students* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (75%) 2018-19: A (72%) 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	48%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

West Boca Raton Community High School is committed to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

West Boca Raton Community High School is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.
We will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.
A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

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
Agnew, Lyle	Assistant Principal	Responsible for overseeing all students, to all relevant items in SIP pertaining to students enrolled in Credit lab and summer graduation. Ensures safety and security measures are executed as the Safety Committee Chair.
Ali, Kathleen	Assistant Principal	Responsible for overseeing all students in alpha, to all relevant items in SIP pertaining to students enrolled in Mathematics, Culinary Arts & Medical Science Academies. Provides leadership through classroom walkthroughs and data-analysis. Ensures safety and security measures are executed daily.
Canepa, Fallon	School Counselor	As head of our guidance department she is responsible for ensuring that students are on track both mentally and academically by bridging the gap between students/ parents and teachers. To support our SIP by ensuring post secondary ready students.
Capitano, Edmund	Principal	The principal monitors to ensure alignment of SIP goals to school data. This guides a collaborative discussion of school accountability achieved by networking with community, teachers and students to provide successful outcomes for all stakeholders in a safe environment.
Dorfberger, Bradly	Assistant Principal	Responsible for overseeing all students in alpha, to all relevant items in SIP pertaining to students enrolled in English, Reading & ESE students. Provides leadership through classroom walkthroughs and data-analysis. Works with alternative educational and department of justice to ensure success for all students. Ensures safety and security measures are executed daily.
Faustin, Janice	Teacher, K-12	Responsible for overseeing the Science department and utilizing data to drive professional development and instruction.
Israel, Tyrza	Teacher, K-12	Responsible for overseeing the English Language & Reading department and utilizing data to drive professional development and instruction.
Jacques, Angela	Teacher, K-12	Responsible for co-chairing the Social Studies department and utilizing data to drive professional development and instruction.
Jaddaoui, Hassan	Teacher, K-12	Responsible for overseeing SAC as SAC Chair and supporting the School Improvement Plan as well as ensuring all student take the appropriate test for grade level and graduation requirements.
Salcedo, Adriana	Other	Oversees staff and student functions, member of SAC and PTSA president.

Name	Position Title	Job Duties and Responsibilities
Malek, Marisa Malek	Administrative Support	As our Single School Culture Coordinator, she is responsible for ensuring that our SIP is executed through school wide professional development and standard driven instruction for all students.
Womble, Michael	Teacher, K-12	Responsible for co-chairing the Social Studies department and utilizing data to drive professional development and instruction.
Ostrow, Rachel	Assistant Principal	Responsible for overseeing all students in alpha, to all relevant items in SIP pertaining to students enrolled in Social Studies and ESOL students. Provides leadership through classroom walkthroughs and data-analysis. Works with PBis and professional development. Ensures safety and security measures are executed daily.
Keller, Daniel	Graduation Coach	Responsible for overseeing all students in 11th and 12th grade to ensure they are on track for graduation, to all relevant items in SIP pertaining to students meeting graduation requirements. Ensures safety and security measures are executed daily.
Sawyer, Tasia	Assistant Principal	Responsible for overseeing all students in alpha, to all relevant items in SIP pertaining to students enrolled in Science. Provides leadership through classroom walkthroughs and data-analysis. Works with master board, tutorials and acceleration of students. Ensures safety and security measures are executed daily.

Demographic Information

Principal start date
Monday 8/24/2020, Ed Capitano

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.*
2

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
146

Total number of students enrolled at the school
2,318

Identify the number of instructional staff who left the school during the 2021-22 school year.
18

Identify the number of instructional staff who joined the school during the 2022-23 school year.
14

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	566	621	604	527	2318
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	103	43	58	62	266
One or more suspensions	0	0	0	0	0	0	0	0	0	38	26	21	33	118
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	54	97	64	215
Course failure in Math	0	0	0	0	0	0	0	0	0	5	95	127	123	350
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	71	59	53	62	245
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	84	60	65	67	276
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	119	122	121	54	416
	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	

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	80	90	113	110	393

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 8/15/2022

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	613	600	557	536	2306
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	10	19	19	68
One or more suspensions	0	0	0	0	0	0	0	0	0	13	18	11	6	48
Course failure in ELA	0	0	0	0	0	0	0	0	0	64	95	132	107	398
Course failure in Math	0	0	0	0	0	0	0	0	0	74	112	117	88	391
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	53	61	51	46	211
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	24	24
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	141	159	132	90	522
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	153	122	159	10	444

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	57	85	105	80	327

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	14	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	6	6

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	613	600	557	536	2306
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	10	19	19	68
One or more suspensions	0	0	0	0	0	0	0	0	0	13	18	11	6	48
Course failure in ELA	0	0	0	0	0	0	0	0	0	64	95	132	107	398
Course failure in Math	0	0	0	0	0	0	0	0	0	74	112	117	88	391
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	53	61	51	46	211
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	24	24
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	141	159	132	90	522
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	153	122	159	10	444

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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	57	85	105	80	327

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	14	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	6	6

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%						60%	51%	51%
ELA Lowest 25th Percentile	65%						59%	43%	42%
Math Achievement	70%	42%	38%				78%	54%	51%
Math Learning Gains	63%						56%	45%	48%
Math Lowest 25th Percentile	58%						61%	43%	45%
Science Achievement	85%	43%	40%				86%	73%	68%
Social Studies Achievement	82%	53%	48%				82%	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	86%	69%	17%	67%	19%

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	80%	69%	11%	70%	10%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	64%	2%	61%	5%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	60%	25%	57%	28%

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	41	57	49	47	63	64	53	48		93	49
ELL	58	72	69	66	76	79	66	63		100	63
ASN	90	76		84	61		100	100		100	92
BLK	65	59	74	56	55	36	88	83		100	80
HSP	70	68	60	64	62	53	82	79		99	77
MUL	79	62		60	36		100	81		100	100
WHT	83	73	70	76	67	65	85	85		96	87
FRL	66	66	59	67	62	54	84	76		96	77

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	29	35	26	30	22	13	54	39		100	55
ELL	44	54	46	46	32	30	72	56		96	64
ASN	88	67					94	95		100	92
BLK	68	52	30	48	20	17	74	62		100	81
HSP	69	52	45	54	28	28	84	71		99	81
MUL	74	59		50	25			73		100	87
WHT	72	54	38	59	27	19	81	69		97	82
FRL	62	50	39	45	21	17	73	60		97	73

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	44	51	51	51	49	60	63	55		96	29
ELL	51	58	58	71	58	57	76	62		97	29
AMI								100			
ASN	90	70		90	78		88	90		85	91
BLK	63	48	42	67	46	70	88	82		94	47
HSP	71	58	60	77	59	61	81	77		97	63
MUL	93	73		81	64			97		100	64
WHT	81	62	59	81	53	61	88	83		96	71
FRL	70	56	56	75	57	60	82	73		95	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	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	806
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
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	70
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	88
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	70
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	70
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	77
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	78
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	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We have seen a growth in performance achievement for all students across all content areas compared from FY21 to FY22 in the following categories: ELA achievement that went from 71% to 77%. ELA learning gains that went from 53% to 70%. ELA gains for low 25 from 39% to 65%. Math achievement from 56%to 70%. Math learning gains from 26% to 63%. Math gains for low 25 from 23% to 58%. Science achievement from 82% to 85% and US History from 70% to 82%. Our graduation rate is holding at 98%. We have increased our acceleration coursework to promote students and give them opportunities to excel.

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

The data components that demonstrate the greatest need for improvement is the math as we only received 70% proficiency this year when we were at 78% proficiency in FY19. Also for math learning gains for low 25 we were 58% proficient when we were at 61% proficient in FY19. We are raising the standards and expectations so that our students are not just graduation ready but post-graduate ready.

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

Contributing factors is that students here at West Boca are capable of higher proficiency due to the seniority of staff and established practices. By prior year school data our scores across many cells were very low in FY21.
There were staffing shortages which resulted in core classes not having rigorous instruction. There are still factors preventing or restricting group work as we are still in the pandemic and are currently experiencing teacher shortages in core academic areas as well.

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

Data components that showed the most improvement were in order of greatest percentages, math learning gains which increased 37 points from 26% in FY21 to 63% in FY22. Then math learning gains for low 25 which increased 35 points from 23% in FY21 to 58% in FY22. Our English Learning gains for low 25 increased 26 points from 39% in FY21 to 65% in FY22. English learning gains increased 17 points from 53% in FY21 to 70% in FY22. Math achievement increased 14 points from 56% in FY21 to 70% in FY22. Social studies increased 12 points from 70% in FY21 to 82% in FY22. English language increased 6 points from 71% in FY21 to 77% in FY22. Our Science went up 3 points from 82% in FY21 to 85% in FY22. Finally our acceleration increased 2 points from 82% in FY21 to 84% in FY22.

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

We highly encouraged and promoted all students to take some form of acceleration. Whether it was Advance Placement, AICE or Industry Certification, we had increase our courses dramatically. We offered Advance Placement Computer Science A for the first time last year and students were 84% proficient compared to the state average of 54.2%. This year we are offering AICE Spanish Literature, AICE A Level Portuguese, AP Human Geography and our newest Academy of Aviation & Technology to support equity and access.

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

Strategies that will need to be implemented to accelerate learning are 1) All teachers will have to remediate and review to build capacity in students. 2) The teachers will utilize differentiated instruction by providing students with extra supports, provide tutorials and utilize a variety of platforms to support student achievement. 3) Professional development communities: Teachers will have ongoing professional development from the district as well as in house to strengthen standards-based learning. We have built in common planning in our math department to conduct PLC's for Algebra and Geometry. We have push in support with certified math teachers to assist with aligned instruction.

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

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

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

Currently we will be using the following applications to support student learning iXL for math, math Nation, Kuta, Khan Academy for Math and English, No redink for English Language and Performance Matters for Math,
Biology, U.S History and English Language.

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

:

#1. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our goal is to increase our math achievement from 70% in FY22 to 80% in FY23 FSA. Our students will increase their math learning gains from 63% in FY22 FSA to 80% in FY23 FSA and increase our low 25% learning gains in math from 58% in FY22 to 80% in FY23, aligned with the District's Strategic Plan Theme A: Academic Excellence and Growth, Goal 1- Ensure all Students engage in teaching and learning that results in academic excellence. Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning. The data components that demonstrate the greatest need for improvement is the math as we only received 70% proficiency this year when we were at 78% proficiency in FY19. Also for math learning gains for low 25 we were 58% proficient when we were at 61% proficient in FY19. We are raising the standards and expectations so that our students are not just graduation ready but post-graduate ready. Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. We have provided common planning for both tested math courses, to provide opportunities for teachers to come together collaboratively to receive training and supports to ensure impactful instruction. Our third instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction. We have established an electronic progress monitoring system to track how students perform between all three PM Windows. We also have designated staff that are tracking students academically to ensure they are on track for graduation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The data-driven targets for this year are: 1) To outperform the district on the FY23 winter Algebra 1 and Geometry Diagnostics 2) To show an increase in pass rates on Algebra 1 and Geometry EOC assessments in FY23. In FY23 we would like our overall math achievement to be 80% which would be an increase of 10% points from FY22.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will monitor students' performances using district created USA's from Performance Matters. The teachers will utilize differentiated instruction for students needing extra supports, provide tutorials and utilize a variety of platforms to support student achievement not limited to iXL and Khan Academy. Administrators will monitor via classroom walkthroughs, data chats with students and monitoring of student performance via online assessments and paper base assessments.
Person responsible for monitoring outcome:	Kathleen Ali (kathleen.ali@palmbeachschools.org)
Evidence-based	1. Small group targeted instruction. The teachers will utilize differentiated instruction for students needing extra supports with prior knowledge, provide tutorials and utilize a

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

variety of platforms to support student achievement. 2. Professional development communities: Teachers will have ongoing professional development from the district as well as in house to strengthen standards based learning. 3) Certified math teachers are doing small group instruction push ins to classes needing support. 4) All level 1 and 2 students in prior FSA Algebra or 8th grade math will be placed in foundational skills so that they can receive extra supports in addition to their current math class to ensure graduation success.

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

Through consistent interventions by each teacher in Math, the unique needs of each student will be met, through tutorials and direct supports by utilizing the following strategies: 1) By incorporating small group instruction based on USA data to identify areas of weakness on standard based instruction. The online USA's have had a direct correlation of students' performance on the FSA as they are all standards based assessments. 2)Teachers that participate in professional development will have the opportunity to provide
valuable resources, exemplars to students, build a collaborative network and make informed decisions to improve student performance.

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) By incorporating small group instruction: a) Students will be assessed with district created standards based online assessments using USA's. b) Teachers will analyze data from performance matters, Khan academy and iXL to determine standards for reteaching. c)Teachers will demonstrate how modifications and accommodations are made for all students in their lesson plans. d) Teachers will continue to assess students informally and formally through classroom interaction and projects if applicable. e) Monitoring will occur through classroom walkthroughs, review of lesson plans, student data analysis and participation of department led PLC's made for all algebra and geometry teachers.

Person Responsible

Edmund Capitano (edmund.capitano@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.

West Boca Raton High School builds positive family engagement by hosting a variety of parent presentations such as Graduation requirements, Community Service, Testing Requirements, Dual Enrollment, AP/AICE course information for course planning, College Admissions/ FAFSA and SAC meetings to keep the parents and community informed. In addition we have initiated a Safe School Ambassador program in FY20 that is continuing to grow with students each year.
Using SafeSchoolsforAlex.org the data generated is for the 2020-2021 School year. West Boca Raton High ranked #8 out of 30 high schools in the county, and #86 out of 494 high schools statewide which gave us the state ranking of Very Low. There was only 1 violent incident per the 2282 students enrolled. This ranks low for the state of #55 out of 494, our county rank is #4 out of 30 and itemized per 100 students is 0.04. For property incidents there were 0 per the 2282 students. Our statewide rank is high #1 out of 494. Our County rank is #1 out of 30 and itemized per 100 students is 0.00, for Drug and Public order incidents there were 14 per the 2282 students. Our statewide rank is high #140 out of 494. Our County rank is #16 out of 30 and itemized per 100 students is 0.61. Our total reported suspensions is low, statewide rank of #127 out of 494, county rank of #15 out of 65 and suspensions per 100 students is 1.7. Total reported suspensions is 38. We will monitor our students by ensuring they are in their academic classes on time. We will make sure students are getting instruction during the school day and maintain the culture and climate by being visible and monitoring all student activity during class changes, before school and after school. All students are required to wear ID's so that we can build relationships with our students and foster a safe campus for all. We will also communicate clear expectations to all staff and community via our principal's update newsletter, robocalls, PA announcements, email communication and school approved media platforms. By using Pillars of effective instruction: our students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by FI SS 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B.Policy 2.09 with a focus in the math content area. There will be integrated content of: History of Holocaust, History of African Americans/ African people, Study of Hispanic and Latino contributions, Study of Women's contributions and The Sacrifices of Veterans/ Memorial Day and Medal of Honor recipients within US History embedded in our lessons. There is a peer counseling group, a mental health professional and a behavioral health professional on campus, SwPBS protocols, our School PRIDE for PBS, school counselors, school psychologists and our school based team. In addition we have initiated a Safe School Ambassador program in FY19 that we hope will continue to expand. We have also integrated Suite 360 which encompassed Mental & Emotional Health Education, Child Trafficking Prevention, Substance Abuse Prevention and Intervention for all students enrolled at West Boca High. Our school plans to continue integrating our Single School Culture through consistently using the guidelines for universal success, the behavior matrix and communicating with all stakeholders the expectations as we present an appreciation for multicultural diversity through these SwPBS programs. As we start the year it was imperative that all teachers get to know their students. Many teachers will have to reteach behavior and expectations and get to know their students better. In addition trying to incorporate SEL strategies throughout classes to keep students engaged and mentally, physically and emotionally stable.

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

Currently our stakeholders SAC, PTSA, the Boca Chamber of Commerce and all our vendors and local business partners work with West Boca in providing internship opportunities for our students. By providing afterschool events that are informational and supportive to providing a safe climate for our students. Our students perform at local, state and worldwide events and bring the family side of West Boca together. We work with our local providers to support, enrich and provide the best possible opportunities for all our students.