

The School District of Palm Beach County

Glades Central High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Glades Central High School

1001 SW AVENUE M, Belle Glade, FL 33430

<https://gchs.palmbeachschools.org>

Demographics

Principal: Melanie Bolden Morris

Start Date for this Principal: 9/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	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* Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: C (48%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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<https://gchs.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	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	98%

School Grades History

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

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<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.

Glades Central Community High School is committed to ensuring ALL students have options upon completion of graduation.

Provide the school's vision statement.

Glades Central Community High School WILL be ranked one of the best schools in the nation based on school assessment data, academics, participant morale and parent/community engagement.

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
Bolden-Morris, Melanie	Principal	Instructional Leader in charge of executing, monitoring, and overseeing personnel, resources, and strategies as it pertains to ensuring achievement and progress for all teachers and students in an equitable, accessible, welcoming environment. Additionally responsible for ensuring that all students are monitored and on track towards High School graduation.
Bell, Josette	Assistant Principal	Instructional leader responsible for ensuring effective instruction and best practices are utilized within all English Language Arts, and Reading classes. Additionally responsible for overseeing the Guidance Department to ensure that all students are on track towards High School graduation. Responsible for monitoring the Cohort for year 2024 to ensure that students are on track towards High School graduation.
Johnson, Mitsie	Assistant Principal	Instructional leader responsible for ensuring effective instruction and best practices are utilized within all Science classes which include: Earth Space, Marine Biology, AICE Marine, Biology, and Chemistry. Additionally responsible for overseeing the ESE and ESOL Departments to ensure that students IEPs and ELL Plans are updated and are on track towards High School graduation. Responsible for monitoring the Cohort for year 2023 to ensure that students are on track towards High School graduation. Also responsible for preparing documents relative to Title I guidelines.
Garcon, Maquissia	Assistant Principal	Instructional leader responsible for ensuring effective instruction and best practices are utilized within all Math classes which include: Algebra 1, Geometry, Algebra 2, AP Statistics, Pre-Calculus, and Math for Financial Literacy. Responsible for monitoring the Cohort for year 2025 to ensure that students are on track towards High School graduation. Also responsible for preparing documents relative to Title I guidelines.
Mays, Micah	Assistant Principal	Instructional leader responsible for ensuring effective instruction and best practices are utilized within all Social Studies; US History, World History, American Government, Economics, Law Studies, and Acceleration Courses (AICE & Industry Certification). Responsible for monitoring the Cohort for year 2025 to ensure that students are on track towards High School graduation.
Machock, Susan	Instructional Coach	The Science Coach provides one-on-one coaching using strategies learned through the LSI initiative; participates in one-on-one tutoring/data chats with Biology students; conducts common assessment data analysis with teachers in each subject; reviews student data and shares this data with students/teachers; and closely monitors the targeted students for Biology.
Hall, Jennifer	Instructional Coach	The Reading Coach provides one-on-one coaching using strategies learned through the LSI initiative; participates in one-on-one tutoring/data chats with Intensive

Name	Position Title	Job Duties and Responsibilities
		Reading and English Language Arts students; conducts sessions for instructional planning, modeling, co-teaching, common assessment data analysis with teachers in each grade level; reviews student data and shares this data with students/teachers; provides resources for interventions and small group instruction, and closely monitors the targeted students for English Language Arts.
Laguerre, Hansje	Other	The SSCC works proactively with the Administrative team, Instructional Coaches and Teachers to disaggregate, interpret, and analyze data. Also responsible for ensuring effective instruction and best practices are utilized within all content areas through lesson planning and data analysis. The SSCC facilitates as well as participates in Professional Development and PLCs to foster a collaborative environment of shared best practices to maximize the students' learning opportunities. also responsible for preparing documents relative to Title I guidelines. Additionally responsible for ensuring that students belonging to the ESE, ESOL, and L25 subgroups are monitored and on track towards High School graduation.
Patrick, Felicia	Graduation Coach	The Graduation Coach will establish a rapport with students considered at-risk of not graduating while reviewing data pertaining to absenteeism, tardies, discipline referrals, and educational records. The Graduation Coach will also collaborate with the School Counselors, and School Based Team to devise a plan of action for the student. Communication between the parents and students will occur regularly to provide support and facilitate ways to overcome barriers that prevent the student from experiencing success towards high school graduation.
Canty, Sherry	Magnet Coordinator	The Magnet Coordinator works closely with teachers to ensure that teachers understand the identified standards and being taught and the processes around the delivery of instruction. The Magnet Coordinator provides interdisciplinary connections, particularly to the magnet theme. Supports academic and social progress of magnet students and ensure the appropriate interventions are in place. Supports the AVID program and Acceleration classes. Additionally responsible for ensuring that all students are monitored and on track towards High School graduation.

Demographic Information

Principal start date

Tuesday 9/13/2022, Melanie Bolden Morris

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.*

0

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.*

12

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

874

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

12

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

3

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	247	249	195	181	872	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	54	39	18	145	
One or more suspensions	0	0	0	0	0	0	0	0	0	50	52	22	26	150	
Course failure in ELA	0	0	0	0	0	0	0	0	0	61	126	65	17	269	
Course failure in Math	0	0	0	0	0	0	0	0	0	151	135	93	33	412	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	103	88	77	61	329	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	154	155	124	89	522	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	147	147	156	145	595	

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	161	176	129	70	536	

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	5	5	12

Date this data was collected or last updated

Tuesday 9/13/2022

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	282	260	238	217	997
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	38	36	43	35	152
One or more suspensions	0	0	0	0	0	0	0	0	0	17	9	5	39	70
Course failure in ELA	0	0	0	0	0	0	0	0	0	135	113	157	114	519
Course failure in Math	0	0	0	0	0	0	0	0	0	116	173	157	127	573
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	80	99	117	86	382
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	97	98	6	47	248
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	109	123	101	134	467
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	165	164	0	0	329

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	118	138	154	125	535

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	1	5	8	8	22

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	282	260	238	217	997
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	38	36	43	35	152
One or more suspensions	0	0	0	0	0	0	0	0	0	0	17	9	5	39	70
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	135	113	157	114	519
Course failure in Math	0	0	0	0	0	0	0	0	0	0	116	173	157	127	573
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	80	99	117	86	382
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	97	98	6	47	248
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	109	123	101	134	467
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	165	164	0	0	329

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	118	138	154	125	535	

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	1	5	8	22	

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	31%	55%	51%				22%	57%	56%
ELA Learning Gains	43%						36%	51%	51%
ELA Lowest 25th Percentile	39%						42%	43%	42%
Math Achievement	19%	42%	38%				28%	54%	51%
Math Learning Gains	40%						37%	45%	48%
Math Lowest 25th Percentile	49%						39%	43%	45%
Science Achievement	50%	43%	40%				56%	73%	68%
Social Studies Achievement	43%	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	56%	69%	-13%	67%	-11%
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	69%	69%	0%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	22%	64%	-42%	61%	-39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	60%	-33%	57%	-30%

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	9	26	22	8	32	42	34	32		77	27
ELL	11	35	38	14	35	53	28	34		83	33
BLK	28	46	44	17	39	44	44	37		89	45
HSP	35	40	24	22	41	63	60	58		83	67
WHT	36	42		17	33						
FRL	30	44	39	19	40	49	49	43		87	50
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	11	23	29	2	14	25	18	21		92	33
ELL	13	35	46	9	23	45	30	19		93	48
BLK	22	29	25	8	18	33	39	32		97	61
HSP	36	43	33	16	27	50	54	34		90	71
WHT				27							
FRL	26	35	29	11	21	37	43	32		94	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	5	26	30	25	42	43	50	46		81	21
ELL	11	40	54	16	31	36	39	66		80	70
BLK	21	38	43	27	34	36	51	65		90	57
HSP	25	32	43	29	42	47	67	78		81	66
WHT	21	33		29	40						
FRL	22	36	43	28	37	38	57	69		86	61

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
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	51
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
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?

State Assessment proficiency data of students who earned a Level 3 or higher shows:

ELA FY22 FY21 FY 19

Gr 9 30% 26% +4 22% +4

Gr 10 30% 26% +4 20% +6

ESSA Subgroups:

FY22 FY21 FY 19

ELLs 3.2% 6.1% -4.1 5.0% +1.1

SWDs 3.8% 11.7% -8.0 5.2% +6.5

Whites 31% 36.4 % -5.0 8.3% +28

Algebra FY22 FY21 FY 19

Overall 13% 10% +3.0 23% -13

ELLs 10.9% 9.3% +1.6 26.8% -17.5

SWDs 0.0% 3.0% -3.0 13.6% -10.7

Whites N/A 22.2 % 16.7% +5.6

Geometry FY22 FY21 FY 19

Overall 27% 15% +12 27% -12

ELLs 4.8% 8.9% -4.1 10.0% -1.1

SWDs 6.9% 0. % +6.9 15.6% -15.6

Whites N/A 40.0 % 20. % +20.0

Biology FY22 FY21 FY 19

Overall 54% 50% +4.0 56% -6.0

ELLs 25% 25.8% -0.8 3.3% -7.5

SWDs 33.% 19.4% +13.6 45.2% - 25.8
Whites N/A N/A N/A

US History FY22 FY21 FY 19
Overall 50% 39% +11.0 69% -30.0
ELLs 39% 21.1% +17.9 46.7% -25.6
SWDs 33% 22.6% +10.4 46.4% - 23.8
Whites N/A 33.3% 100% -66.7

As we review the proficiency data, we can see that our ELL students are progressing somewhat within achievement levels in Algebra, Geometry, and US History. Our SWD students are progressing somewhat in Geometry, Biology, and US History. Our overall achievement data demonstrates that we are progressing in all content areas from 3% to 12% gains.

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

When reviewing our data, we see the greatest needs for improvement are in the following areas:

Geometry FY22 FY21 FY 19
ELLs 4.8% 8.9% -4.1 10.0% -1.1

ELA FY22 FY21 FY 19
ELLs 3.2% 6.1% -4.1 5.0% +1.1
SWDs 3.8% 11.7% -8 5.2% +6.5
Whites 31% 36.4 % -5 8.3% +28

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

One contributing factor that lead to the improvement of student achievement was that as a collective we decided to focus on identifying the critical content, organizing students for learning, and monitoring students with intent. We created a shift in instructional planning to include a more detailed account of the delivery of practice. Additionally, students were provided with small group and differentiated support through push-ins and pull-outs from school-based, and district personnel.

New actions were that we ensured all students were required to take all FSA and EOC assessments face-to-face and created a task force to communicate with parents to ensure students' participation. We identified any students with high absenteeism and grades below a C. We participated in Admin data chats, and met with all administrators, school counselors and support staff on a weekly basis to provide updates. Also, we conducted strategic data analysis and conversations with students. The results were an increase in student participation, a decrease in Ds & Fs, and an increase in the graduation rate from 88% to 90.4%

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

When reviewing our data, we see the greatest improvement are in the following areas:

US History FY22 FY21 FY 19
Overall 50% 39% +11.0 69% -30
ELLs 39% 21.1% +17.9 46.7% -25.6
SWDs 33% 22.6% +10.4 46.4% - 23.8
Whites N/A 33.3% 100% -66.7

Biology FY22 FY21 FY 19

Overall 54% 50% +4.0 56% -6.0

ELLs 25% 25.8% -0.8 3.3% -7.5

SWDs 33.% 19.4% +13.6 45.2% - 25.8

Whites NA NA NA

ELA FY22 FY21 FY 19

Gr 9 30% 26% +4 22% +4

Gr 10 30% 26% +4 20% +6

Algebra FY22 FY21 FY 19

Overall 13% 10% +3.0 23% -13

ELLs 10.9% 9.3% +1.6 26.8% -17.5

Geometry FY22 FY21 FY 19

Overall 27% 15% +12 27% -12

SWDs 6.9% 0.% +6.9 15.6% -15.6

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

We contribute the growth to the deeper dive approach during PLCs, specifically looking at our ESSA identified subgroups. All teachers participated in data analysis and understanding of the standards that needed to be taught. Goals sheets were aligned to students' IEP and adjustments were made as needed based on students' learning. The teachers were trained in Promoting Welcoming and Inclusive schools and effectively utilizing AVID strategies to support instruction and student organization.

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

1. Students will participate in bi-monthly "Raider Roadmap" days where students met with key personnel and were provided a copy of their academic history, current progress reports, and data chat form to monitor their success and areas in need of improvement. In addition, parents were also informed and trained to understand the process.
2. Data analysis
3. Incorporate the WICOR strategies of AVID within all content areas.
4. Level 1 students will be placed in Intensive reading.
5. Level 2 students will be placed in AVID 1 & 2, to focus on writing.
6. Teachers will be provided with training on WIDA Go To Strategies along with training on Students with Limited Informal/Formal Education (SLIFE).

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.

1. Parents were provided professional development on how to review the students "Raider Roadmap" during our Virtual Open House, and Title Parent Meetings. Students met with their grade level assistant principal and school counselor to review their graduation status and make adjustments to their schedule as needed to accommodate the needs.
2. During PLCs with the SSCC, teachers reviewed and disaggregated student assessment data to determine areas of strength and weakness. Professional development opportunities were provided in Performance Matters with the SSCC and Regional Support personnel.
3. Teachers were provided with professional development on the AVID eBinder, Critical Reading in the Digital World, and on WICOR Strategies. Additionally, teachers were invited to share best practices during weekly PLCs, Common Instructional Planning and monthly AVID Site team meetings.

4. Teachers of students placed in Intensive Reading classes received professional development during PLCs on data review via Performance Matters. Teachers also received professional development in Reading Plus, Khan Academy, Achieve 3000 and Imagine Learning.
5. Teachers of students placed in AVID 1 & 2 classes received professional development during PLCs on data review via Performance Matters with a focus on the W of the WICOR strategies.
6. Teachers will be provided with training on WIDA Go To Strategies along with training on Students with Limited Informal/Formal Education (SLIFE).

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

Standards-Based-Instruction will continue to be a focus: planning, PLCs/data chats with teachers/ students/parents. Resources and strategies aligned to grade level standards and scaffolds to support students lacking proficiency. Instructional Leadership will collaborate to ensure student participation and success in tutorials. Master Schedule will be reviewed, schedules and transcripts audited to ensure student progress. Instructional Leaders assigned to support students and build relationships to motivate and ensure their attendance to positively foster success.

1. Increasing student learning-gains: Literacy and Math are a high priority will continue to have data chats and review instruction, PD for teachers, walkthroughs for monitoring.
2. Ensuring learning-gains & progress for ESSA sub groups: will analyze data to identify which students fall under subgroup categories. Students who fall within our ESSA Subgroups will be monitored and receive additional support ensuring lessons are planned based on the specific needs of students.
3. Graduation rate is another priority if we do not ensure the above mentioned priorities, students will not graduate on time. Our goal is to monitor and support students' track toward graduation. In addition to the After School Tutoring programs, we are including a Sunset Program to provide additional support for students who in need credit recovery or grade forgiveness.
4. Our focus is to increase student engagement-students become active learners in their own academic journey as they put learned strategies into practice. It is our hope that students take ownership and foster independence through their learning. Also, develop an environment of positive student engagement academically and socially.

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 Standards-aligned Instruction

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

State Assessment proficiency data of students who earned a Level 3 or higher shows:

ELA FY22 FY21 FY 19

Gr 9 30% 26% +4 22% +4

Gr 10 30% 26% +4 20% +6

ESSA Subgroups:

FY22 FY21 FY 19

ELLs 3.2% 6.1% -4.1 5.0% +1.1

SWDs 3.8% 11.7% -8 5.2% +6.5

Whites 31% 36.4 % -5 8.3% +28

Algebra FY22 FY21 FY 19

Overall 13% 10% +3 23% -13

ELLs 10.9% 9.3% +1.6 26.8% -17.5

SWDs 0.0% 3.0% -3 13.6% -10.7

Whites N/A 22.2 % 16.7% +5.6

Geometry FY22 FY21 FY 19

Overall 27% 15% +12 27% -12

ELLs 4.8% 8.9% -4.1 10.0% -1.1

SWDs 6.9% 0.% +6.9 15.6% -15.6

Whites N/A 40.0 % 20.% +20

Biology FY22 FY21 FY 19

Overall 54% 50% +4% 56% -6

ELLs 25% 25.8% -.8 3.3% -7.5

SWDs 33.% 19.4% + 13.6% 45.2% - 25.8

Whites NA NA NA

US History FY22 FY21 FY 19

Overall 50% 39% + 11% 69% -30

ELLs 39% 21.1% +17.9 46.7% -25.6

SWDs 33% 22.6% +10.4 46.4% - 23.8

Whites N/A 33.3% 100% -66.7

As we review the proficiency data, we can see that our ELL students are progressing somewhat within achievement levels in Algebra, Geometry, and US History. Our SWD students are progressing somewhat within Geometry, Biology, and US History. Our overall achievement data demonstrates that we are progressing in all content areas from 3% to 12% gains.

In alignment to the District's Strategic Plan, we will ensure all students have equal and equitable access to engage in learning and activities that develop academic excellence and growth. Our instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction.

Measurable Outcome: February 2023 May 2023
State the specific Student Outcomes
measurable outcome the ELA Overall 30% 35%
school plans to achieve. ELLs 4% 5%

SWDs 5% 6%

Algebra Overall 20% 25%
ELLs 7% 12%
SWDs 3% 5%

Geometry Overall 29% 35%
ELLs 6% 10%
SWDs 6.9% 10%

Biology Overall 56% 60%
ELLs 27% 30%
SWDs 35% 40%

This should be a data based, objective outcome.

US History Overall 52% 60 %
ELLs 41% 45%
SWDs 35% 40%

Teacher Outcomes

By February 2023, 50% of teachers will effectively implement Progress Monitoring practices to ensure student learning, identify achievement gaps and increase student achievement.

By May 2023, 90% of teachers will effectively implement Progress Monitoring practices to ensure student learning, identify achievement gaps and increase student achievement.

Coaching Outcome

Our Instructional Leadership team will analyze data in order to identify and provide tiered support to teachers. By February 2023, 50% of Tier 3 teachers will transition to Tier 2. By May 2023, 90% of Tier 2 teachers will transition...Tier 1.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adaptation of instruction and an integral part of the continuous improvement model: Can, Do, Plan, Act.

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Glades Central High School, we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Walkthroughs, Student work samples/AVID Binder/Interactive Notebook, Student attendance, Data Chats, Observations, Professional Learning Communities attendance/participation, Formative/Summative Assessments, and Technology.

The monitoring will be supported by key members of the leadership team:

Assistant Principals support content and grade levels
Single School Culture Coordinator
Graduation Coach
Instructional Coaches: Literacy/Science
CHOICE/AVID Coordinator
ESOL/ESE Coordinator\']

Person responsible for monitoring outcome:

Melanie Bolden-Morris (melanie.bolden-morris@palmbeachschools.org)

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

A streamlined strategic focus for all students with a focus on the the ESSA identified subgroups of SWDs, and ELLs will be reviewed across the campus throughout all core content areas. The following strategies will implemented throughout the year through the various platforms:

1. Professional Development
2. Small group instruction
3. PLCs
4. Tutorials
5. Boot Camps

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

1. PDs will ensure teachers' capacity is developed and will allow for them to use a variety of methodologies that will ensure student progress and growth.
2. Small group differentiated instructions allow students to work at their pace and instructional level to ensure success
3. PLCs allow professionals to come together in a collaborative setting to review data, plan lessons, and share best practices to support student learning
4. Tutorials afford students the opportunity to learn content above and beyond the classroom time allotted by content area experts
5. Boot Camps provide students with additional remediation and resources for progress.

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. Professional Development to be provided live and digitally. (Instructional Coaches, Choice Coordinator, SSCC)
 - a. During the summer, teachers were offered a series of Professional Development by the District. Our school incentivized and motivated our teachers to attend and obtain badges. (Distance Learning)
 - b. On going data analysis and needs assessment to determine agendas for the PDs.
 - c. Schedule PDs on a need for basis to individualize teacher capacity and supports.
 - d. Provide coaching and mentoring to ensure teacher execution and success with professional development.
 - e. During school closure, teachers will be provided PDs.
 - f. Monitoring will occur through assessment results.

Person Responsible

Melanie Bolden-Morris (melanie.bolden-morris@palmbeachschools.org)

2. Small group differentiated instruction to be provided live and digitally. (Teachers, Instructional Coaches, SSCC)
 - a. Ensure teachers understand the expectations for small group instruction through a variety of tasks, processes, and products. Expectations will be shared within PLCs and through PDs.
 - b. Teachers develop a schedule for small group rotations within their instructional blocks to support all students specifically our ESSA-identified subgroups along with ELLs.
 - c. During distance learning, teachers will provide daily scheduled live sessions, a portion of which will be

allocated to ensure teachers facilitate differentiated learning through small group/individualized remediation and/or acceleration.

d. Focus on student support, checking for understanding, identifying critical content, and organization for learning.

e. Monitoring will occur through assessment results.

Person Responsible Melanie Bolden-Morris (melanie.bolden-morris@palmbeachschools.org)

3. PLCs to be provided live and digitally. (SSCC, Choice/AVID Coordinator)

a. Provide teachers with an opportunity to participate in capacity-building activities to strengthen instructional practices

b. Teachers will plan and research resources for instructional use.

c. SSCC, AVID Coordinator, LTF, and Instructional Coaches support teachers with strategic PDs aligned to student needs based on data.

d. Teachers share best practices through mentoring, modeling, and support.

e. Monitoring will occur through assessment results.

Person Responsible Melanie Bolden-Morris (melanie.bolden-morris@palmbeachschools.org)

4. Tutorials to be provided live and digitally. (Assistant Principal, Instructional Coaches, Teachers)

a. Instructional Leadership team will identify all students specifically our ESSA-identified subgroups along with ELLs in need of remediation and/or enrichment through online/live small group sessions.

b. Analysis of teacher data will be analyzed prior to determining tutors.

c. Provide a framework to teachers which include lesson plans, assessments, instructional materials, and expectations.

d. Parents and students will be provided with ongoing expectations. Data chats with students to ensure progress and needs assessment analysis.

e. Monitoring will occur through assessment results.

Person Responsible Melanie Bolden-Morris (melanie.bolden-morris@palmbeachschools.org)

5. Boot Camps to be provided live, 2nd semester. (Assistant Principal, SSCC, Instructional Coaches, LTF, Graduation Coach)

a. Data analysis to determine students with the highest need.

b. Targeted list of students in need of remedial support to use as a college readiness score and/or a concordant score for graduation.

c. Analysis of teacher data will be analyzed prior to determining tutors.

d. Ensure that students understand the relevance of the support program through a variety of tasks, processes, and products.

e. Monitoring will occur through assessment results.

Person Responsible Melanie Bolden-Morris (melanie.bolden-morris@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.

At GCHS, we honor and respect our parents, community, teachers, staff, and students. We strive to sustain a positive culture and climate through incentivizing our students to "Building A Brand" and looking to continuously "Strengthen Our Legacy" incorporating the research based strategy and supports:

1. Raider Road Map to Graduation is GCHS' system to support fulfilment towards timely graduation.
 - a. Inform students, parents, and stakeholders of what is needed to fulfil the graduation requirements
 - b. Monthly Graduating class Cohort Class of 2023 Meetings through Guidance
 - c. Quarterly Graduation Status meetings to update students on Academic history
2. AVID at GCHS focuses on closing the achievement gap by preparing all students to succeed in education and global society by providing the skills and characteristics necessary towards college and career readiness:
 - a. Professional Development for teachers, parents, and stakeholders on AVID strategies
 - b. Academic Focus days geared towards organizing AVID Binders and note-taking skills
 - c. Motivational videos and in-class discussions
3. SwPBS at GCHS is a framework that brings together the school and community to develop a positive, safe, supportive learning culture to assist all students improve social, emotional, behavioral, and academic outcomes:
 - a. Facilitate a school-wide challenge to create a video or decorated door to promote SWAG
 - b. Opportunity for students to earn SWAG Bucks for demonstrating SWAG Behavior
 - c. Incentives provided to the teacher and students for adhering to the guidelines of the SWAG matrix
4. Parent/Community Training at GCHS is important because when parents are active participants in their child's education, the child is more likely to be successful. Parent training helps students generalize their skills – taking the skills they are learning in school to their home and community to apply daily towards the students future success.
 - a. Provide a series of content area curriculum focused activities to provide instructional strategies and data updates
 - b. Parents are able to attend a series of sessions which focus on technology/instructional supports such as: SIS, Emails, Reading Plus, IXL, and FAFSA.
 - c. Parents are instructed on Test taking strategies specific to the content area EOCs, FSAs, and F.A.S.T assessments.

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

Stakeholders play a crucial role in our school in supporting a positive culture and environment.

1. Principal/Assistant Principals
 - a. Oversees value-driven behaviors and daily activities, that shape a positive set of norms
2. SSCC
 - a. Explicit Data Analysis and review of instructional practices
3. Instructional Coaches
 - a. Coach and model instruction and shared best practices
4. Teachers
 - a. Promotes positive classroom culture and student involvement, prepares lessons and educate students at all levels

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 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, is 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 are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, and 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. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

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.