Palm Beach Gardens High School

2022-23 Schoolwide Improvement Plan

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Palm Beach Gardens High School

4245 HOLLY DR, Palm Beach Gardens, FL 33410

https://pbgh.palmbeachschools.org

Demographics

Principal: Jay Blavatt

Start Date for this Principal: 7/21/2022

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)	99%
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: C (41%) 2018-19: C (48%) 2017-18: C (49%)
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	CSI
* 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	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

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

School Board Approval

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SIP Authority

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

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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.

Our Mission:

The School District of Palm Beach and Palm Beach Gardens High School envisions that every student graduates with their cohort, college and career ready.

Educate. Affirm. Inspire

Provide the school's vision statement.

Our Vision:

The School District of Palm Beach and Palm Beach Gardens High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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
Francoise-Lowery, Nuncia	Assistant Principal	Assistant Principal Lowery will monitor and mentor all students, and specifically AICE and AP students, oversee the masterboard communicate with parents, students and teachers, lead a content specific department with a common vision. Principal liaison with students, parents, and community Administrative contact AICE & AP Administrative contact and support of ESOL Administrative contact and support for guidance and counseling Administrative contact and support of curriculum and learning Administrative contact for Teacher Coverage / Substitutes Master Schedule Administrator Administrative contact of SIS/Gradebooks Oversight of Open House/Parent Conferences Teacher observation and evaluations General supervision of students Monitor student's academic progress Prepare with counselors for ongoing list meetings Other assignments as directed by the principal
Blavatt, Jay	Principal	Jay Blavatt will serve as the instructional Leader and our Leader of the Greater Gators (a group of Gators is called a congregation). He drives the focus of providing a Single School Culture where our Greater Gators can learn and grow as students and members of society. He provides a shared vision for using data-based decision-making, ensures implementation of intervention support and documentation, and ensures adequate professional development and communication with parents regarding plans and activities.
Brown, Charron	Assistant Principal	Assistant Principal Brown will monitor and mentor alpha-assigned, communicate with parents, students and teachers, lead a content specific department with a common vision. Other duties include campus supervision, Discipline, Supervision / Evaluation and PLC's for social studies, and Wellness Coach. Administrative contact for Social Studies Administrative primary contact of Beginning Teachers and ESP Administrative contact of alternative education Administrative contact School Clinic Teacher observation and evaluations Campus Supervision General supervision of students Monitor student's academic progress Prepare with counselors for ongoing list meetings Parent Link Designee Other assignments as directed by the principal

Name	Position Title	Job Duties and Responsibilities
Chamberlin, Michael	Assistant Principal	Assistant Principal Chamberlin will monitor and mentor alpha-assigned, communicate with parents, students and teachers, lead a content specific department with a common vision. Administrative contact for ESE Administrative contact of School Based Team Administrative contact and support of GGDC (ISS) Administrative contact School Transportation Administrative support of alternative education Teacher observation and evaluations Campus Supervision General supervision of students Monitor student's academic progress Prepare with counselors for ongoing list meetings Other assignments as directed by the principal
Harrell, Ricardo	Assistant Principal	Assistant Principal Harrell will monitor and mentor alpha-assigned, communicate with parents, students and teachers, lead a content specific department with a common vision. Administrative contact for Mathematics and PE Administrative contact for Athletics Administrative support of alternative education Administrative contact of personnel duty rosters Administrative support School Wide Positive Behavior Support Campus Supervision General supervision of students Monitor student's academic progress Prepare with counselors for ongoing list meetings Other assignments as directed by the principal
Smith, Kim	Assistant Principal	Student Dean Kim Smith will monitor and mentor alpha-assigned , communicate with parents, students and teachers. Kim Smith is the SwPBS Internal Coach and she assist in monitoring ELA with curriculum and instruction. Administrative contact for English Administrative contact for School Wide Positive Behavior Support Administrative contact for SIP Campus Supervision Monitor student's academic progress Prepare with counselors for ongoing list meetings Other assignments as directed by the principal
Wright, Karensa	Assistant Principal	Administrative contact and oversight of the Adult Education & Community School Administrative contact for Science, Music, and World Languages Administrative Secondary contact for ESP

Name	Position Title	Job Duties and Responsibilities
		Administrative contact and oversight of school leases Administrative contact and oversight of all evening functions/master school calendar Administrative contact and oversight of after school Edgenuity Administrative contact of nighttime custodial operations Teacher observation and evaluations Other assignments as directed by the principal
Davis, Melinda	Instructional Coach	Facilitate professional learning communities for core and tested subject areas, provide training and professional development for teacher pertaining to special populations (SWD and ELL).
Coleman, Rictoya	Graduation Coach	* Establish frequent personal contact with students considered at-risk of not graduating. * Regularly review absentee/tardy data, discipline referrals and educational records including testing data of at-risk students. * Perform case management including membership on the School Based Team. * Collaborate with school counselors to coordinate activities to benefit the student. * Prepare monthly reports detailing student/parent contacts for the Principal and the Director of Supplemental Educational Service. * Develop supportive relationships with disenfranchised students. * Facilitate ways to overcome barriers that prevent the students from experiencing success toward high school graduation. * Develop an individual assistance plan for each student at risk of not graduating. * Regularly communicate progress to students and parents. * Develops a knowledge base of community and local social services within the area of the school

Demographic Information

Principal start date
Thursday 7/21/2022, Jay Blavatt

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

180

Total number of students enrolled at the school

2,657

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

24

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

26

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	653	735	630	639	2657
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	124	166	179	203	672
One or more suspensions	0	0	0	0	0	0	0	0	0	130	141	97	92	460
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	139	92	122	354
Course failure in Math	0	0	0	0	0	0	0	0	0	17	132	118	147	414
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	232	212	198	183	825
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	261	219	64	88	632
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	378	290	0	0	668

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	242	284	201	234	961

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	89	79	67	84	319
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	7	5	12	33

Date this data was collected or last updated

Wednesday 8/10/2022

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	715	650	646	672	2683
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	65	74	79	255
One or more suspensions	0	0	0	0	0	0	0	0	0	38	18	14	2	72
Course failure in ELA	0	0	0	0	0	0	0	0	0	116	201	169	200	686
Course failure in Math	0	0	0	0	0	0	0	0	0	96	192	185	190	663
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	194	163	152	106	615
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	10	37	47
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	310	361	0	0	671
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	310	361	0	0	671

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	128	190	167	186	671

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	1	1	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	4	4	20	34

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	715	650	646	672		2683
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	65	74	79		255
One or more suspensions	0	0	0	0	0	0	0	0	0	38	18	14	2		72
Course failure in ELA	0	0	0	0	0	0	0	0	0	116	201	169	200		686
Course failure in Math	0	0	0	0	0	0	0	0	0	96	192	185	190		663
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	194	163	152	106		615
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	10	37		47
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	310	361	0	0		671
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	310	361	0	0		671

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	128	190	167	186		671

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	1	1	0	0		2
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	4	4	20		34

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	55%	51%				41%	57%	56%
ELA Learning Gains	46%						44%	51%	51%
ELA Lowest 25th Percentile	35%						36%	43%	42%
Math Achievement	14%	42%	38%				32%	54%	51%
Math Learning Gains	22%						38%	45%	48%
Math Lowest 25th Percentile	19%						33%	43%	45%
Science Achievement	43%	43%	40%				59%	73%	68%
Social Studies Achievement	46%	53%	48%				56%	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	57%	69%	-12%	67%	-10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	69%	-15%	70%	-16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	64%	-39%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	60%	-23%	57%	-20%

Subgroup Data Review

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
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	19	34	27	14	34		21	24		91	22
ELL	11	35	36	7	33		16	21		83	43
ASN	63	51					76	80		96	83
BLK	34	42	34	12	19	19	32	34		96	38
HSP	37	51	47	11	24		49	54		92	56
MUL	48	30		9			50	56		93	56
WHT	52	47	24	25	25		62	68		95	69
FRL	36	44	35	11	20	21	38	42		94	45

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	18	31	31	18	25	26	38	26		95	31
ELL	13	34	39	11	24	38	13	24		97	31
ASN	76	69		39	36		60	33		100	81
BLK	31	35	30	12	17	29	38	25		97	43
HSP	38	39	41	22	18	19	51	42		96	64
MUL	57	46		29	10		100	50		100	67
WHT	57	45	61	34	18	10	71	55		96	79
FRL	35	37	33	16	19	26	42	31		96	51

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	18	36	35	17	33	27	40	35		90	25
ELL	22	40	33	29	40	46	34	20		77	51
AMI	33	42								73	
ASN	38	44	55	50	39		80	74		94	80
BLK	32	42	35	23	31	25	49	43		92	36
HSP	42	42	36	35	50	48	55	56		88	57
MUL	57	47		53	58		60	76		91	62
WHT	60	52	35	49	40	36	83	82		96	65
FRL	36	42	36	28	37	30	52	47		88	43

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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	32
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	75
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	49
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	52
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Grade 9 ELA 2019 achievement scores were 41% In FY 2022 39%
Grade 10 ELA 2019 achievement scores were 28% In FY 2022 36%
Algebra EOC achievement scores in 2019 were 24% In FY 2022 17%
The geometry EOC scores achievement in 2019 were 36% In FY 2022 6%
The Biology EOC achievement scores in 2019 were 57% In FY 2022 41%
In FY 2019 54% US History In FY 2022 45%
The data above is a percentage of all students' achievement levels in the content area.

When looking at our ESSA subgroups we see the following Federal Percentage Index Points (FPPI): and their achievement levels comparison from 2019 to 2022:

*Black/African American: 34% FPPI, ELA FY19: 31% , FY22: 33%, Math FY19 21% FY22: 11% Science, FY19:48%, FY22: 33%, SS FY19: 42% Fy22:34%

*ELL: 32% FPPI, ELA FY 19: 12% FY 22: 4% Math FY19 23%, FY22:9% Science, FY19:23% FY22:7%, SS FY19: 12% FY22: 14%

*SWDs: 32% FPPI, ELA FY 19: 15% FY22:16% Math FY19:13% FY22 9% Science, FY19:39% FY22: 21%, SS FY19 33% FY22: 23%

*FRL/ED: 38% FPPI ELA FY19 34% FY22: 34%, Math FY19: 27% FY22: 11% Science FY19: 50% FY22: 37%, SS FY19: 46% FY22: 40%

When looking at the data above, we can see that our ESSA identified groups that are below 41% FPPI are demonstrating low proficiency compared to peers

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

When looking at our ESSA subgroups we see the following Federal Percentage Index Points (FPPI): and their achievement levels comparison from 2019 to 2022:

*Black/African American: 34% FPPI, ELA FY19: 31% , FY22: 33%, Math FY19 21% FY22: 11% Science, FY19:48%, FY22: 33%, SS FY19: 42% Fy22:34%

*ELL: 32% FPPI, ELA FY 19: 12% FY 22: 4% Math FY19 23%, FY22:9% Science, FY19:23% FY22:7%, SS FY19: 12% FY22: 14%

*SWDs: 32% FPPI, ELA FY 19: 15% FY22:16% Math FY19:13% FY22 9% Science, FY19:39% FY22: 21%, SS FY19 33% FY22: 23%

*FRL/ED: 38% FPPI ELA FY19 34% FY22: 34%, Math FY19: 27% FY22: 11% Science FY19: 50% FY22: 37%, SS FY19: 46% FY22: 40%

When looking at the data above, we can see that our ESSA identified groups that are below 41% FPPI are demonstrating.

Grade 9 ELA 2019 achievement scores were 41% In FY 2022 39%
Grade 10 ELA 2019 achievement scores were 28% In FY 2022 36%
Algebra EOC achievement scores in 2019 were 24% In FY 2022 17%
The geometry EOC scores achievement in 2019 were 36% In FY 2022 6%

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

The contributing factors that can be attributed to this need for improvement were the number of students who had great difficulty readjusting to brick and mortar after return distance learning. Classroom environments need to use strategies and accommodations. Students with disabilities and ELL students, in particular, have been accustomed to proven in-person learning and scaffolding strategies to aid in student achievement. Many of those tools were substituted with alternatives strategies due to distance learning.
Also, contributing factors were the need for growth in unpacking and teaching to the rigor level of the math standards in both Algebra I and Geometry courses. By being more involved in the PLC process to support math goals and reteach for mastery, math teams needed a more strategic approach to remediating standards. Thus, the new action that will address this issue would be for math teams to effectively partake in the PLC process with the assistance of a math coach to address levels of rigor, standards-based instructions, and remediation.

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

When comparing FY22 to FY21 we saw improvement in Learning Gains.
ELA from 39% to 46%, an increase of 7 points.
Math from 17% to 22%, an increase of 5 points.
SS from 35% to 46%, an increase of 11 points.

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

PLC's met with fidelity on a bi-weekly schedule following the continuous improvement model. Data Chats were conducted with leadership to teachers, teachers to students, teachers/students to parents. Data sheets were used to analyze USA and FSQ data and pulled student data to determine areas of weakness and strengths. The The teachers communicated with counselors to develop schedules for data conversations with students. Teachers and administration participated in data chats during PLCs. Teacher to parents and student data chats occur as requested by the teacher or by a parent. Last, monitoring occurred weekly through meetings with teachers, students, counselors, and administration.

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

1. Focused standard-based tutorials will be implemented in math to accelerate learning in Algebra I and Geometry. Our math teachers designed and implemented tutoring opportunities for struggling students before school, during lunchtime, and after school to provide individualized instruction. The teachers who provided tutoring were able to receive supplemental hourly pay per District contract. We also emphasized standards-based instruction and student needs during our PLCs.

2.) Content area boot camps will be held for ELA focusing on Writing and Reading Support. Teachers will design lessons and a student reward system based on the needs of the students.

3.) Ensuring equity and access to accelerated and Honors-level courses for all of our students Pre-AICE First Language and Pre-AICE Literature courses were added in place of honors-level ELA courses.

4.) ROTC students have an added opportunity for acceleration through a dual enrollment university course.

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. Focused standard-based tutorials will be implemented in math to accelerate learning in Algebra I and Geometry. Our math teachers will design and implement tutoring opportunities for targeted students before school, during lunchtime, and after school to provide individualized instruction.

2. Emphasized standards-based instruction to address student needs during common planning, leadership team meetings, and during PD days.

3. Content area boot camps will be held for ELA focusing on Writing and Reading Support. Teachers will design lessons and a student reward system based on the needs of the students.

4. Ensuring equity and access to accelerated and Honors-level courses for all of our students Pre-AICE First Language and Pre-AICE Literature courses were added in place of honors-level ELA courses. In addition ensure students are not inappropriately removed from accelerated courses.

5. ROTC students have an added opportunity for acceleration through a dual enrollment university course.

6. Collaboratively work with the various departments of the District to ensure ESSA identified subgroup supports are in place with Teaching and Learning, Multicultural, and ESE departments.

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

1. Algebra I and Geometry team will meet to unpack standards and develop instructional plans. Individuals coaching sessions will be available for teachers to strengthen areas such as student engagement, pacing the scope and sequence, or developing formal assessments using standard-based questioning. And administer District provided Unit Standards Assessments with fidelity.

2.) ELA Literary Support Workshops from the district will be provided for 9th and 10th grade ELA teams. The team will focus on three target areas: Writing Support, Reading Support, and Instructional Planning and Delivery support. Teachers will be provided with the time during grade-level PD days to receive tailored professional development in all three areas that will support the needs of students at PBGHS.

3.) Ensure cross curricular instruction through collaboration and school-based professional development.

4.) All AICE and Pre-AICE teachers will be trained by Cambridge in their specific courses. Teachers will meet regularly in PLC to discuss AICE data and best practices.

5.) ROTC instructors were trained by the university and continue to receive support for the dual enrollment college courses.

6.) Understand the "Go to Strategies" from Multicultural and SWD accommodations/modifications/ strategies from the Department of ESE and BEES.

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. 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.	Our data shows, Grade 9 ELA 2019 achievement scores were 41% In FY 2022 39% Grade 10 ELA 2019 achievement scores were 28% In FY 2022 36% Algebra EOC achievement scores in 2019 were 24% In FY 2022 17% The geometry EOC scores achievement in 2019 were 36% In FY 2022 6% The Biology EOC achievement scores in 2019 were 57% In FY 2022 41% In FY 2019 54% US History In FY 2022 45% The data above is a percentage of all students' achievement levels in the content area. When looking at our ESSA subgroups we see the following Federal Percentage Index Points (FPPI): and their achievement levels comparison from 2019 to 2022: *Black/African American: 34% FPPI, ELA FY19: 31% , FY22: 33%, Math FY19 21% FY22: 11% Science, FY19:48%, FY22: 33%, SS FY19: 42% Fy22:34% *ELL: 32% FPPI, ELA FY 19: 12% FY 22: 4% Math FY19 23%, FY22:9% Science, FY19:23% FY22:7%, SS FY19: 12% FY22: 14% *SWDs: 32% FPPI, ELA FY 19: 15% FY22:16% Math FY19:13% FY22 9% Science, FY19:39% FY22: 21%, SS FY19 33% FY22: 23% *FRL/ED: 38% FPPI ELA FY19 34% FY22: 34%, Math FY19: 27% FY22: 11% Science FY19: 50% FY22: 37%, SS FY19: 46% FY22: 40% As a school aligned to the District's Strategic Plan, we will focus on academic achievement and growth for all, our improvement priorities are: Monitor students understanding and provide corrective feedback aligned to the benchmark and intended learning. Use trends in student data and work samples to identify learning needs in order to adjust instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA learning outcomes Feb. 2023 will be to increase in proficiency by 5%. May of 2023, to increase in proficiency by 5%. Midterm exam learning outcomes for Algebra I will increase in proficiency by10%. May 2023, EOC scores will increase in proficiency by 15%. Midterm exam learning outcomes for Geometry students will increase in proficiency by 10%. May 2023, EOC scores will increase in proficiency by 15%. Midterm exam learning outcomes for Biology students will be to increase in proficiency by 2% May 2023, the EOC scores learning outcomes will be to increase in proficiency 3%. Midterm exam learning outcomes for U.S. History students will be to increase in proficiency by 2%. May 2023, the EOC scores learning outcomes will be to increase in proficiency 3%. Black: African-American, ELL, SWD, and FRL will increase in proficiency in ELA,

Algebra I, Geometry, Biology, and U.S. History by 5%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Student learning outcomes will be monitored during bi-weekly in PLC groups: ELA 9th, ELA 10, Algebra, Geometry, Biology, and US History. 2. Teaching Practices and Coaching practices will be monitored during weekly calibrations and learning walks.
Person responsible for monitoring outcome:	Nuncia Francoise-Lowery (nuncia.francoislowery@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Professional Development - As administrators and district personnel complete learning walks based around defined look fors, trends will emerge based on engagement and rigor demonstrated in classrooms. Targeted professional development on topics: intentional lesson design, disaggregating data to inform instructional decision making, higher order questions will be trained via small group invitational trainings led by in house teachers of merit as well as district personnel. A schedule will be forthcoming. 2. Small Group Differentiated Instruction: Upon completion of FSQ, teachers will complete Post assessment reflection document facilitated in PLC by school leader. Upon completion of USA teachers will complete individual data dialogue with evaluator. The goal is to ensure teachers recognize trends, student progression and means to enhance student growth.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The objective is to create an academic culture based on adhering to assessment calendar, reviewing data and improving instruction. By developing common language of what best practices look like in the classroom through learning walks, professional development can be targeted and specific to our staff and their needs.

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. Culture for Learning
a. Learning Walks
b. Look fors, common language
c. monitor data
d. Develop Professional development plan based on teacher's needs.
e. Provide teachers with continual support as needed.
f. Monitoring will occur through classroom walks and data analysis

Person Responsible	Jay Blavatt (jay.blavatt@palmbeachschools.org)

#2. Positive Culture and Environment specifically relating to Attendance, Truancy, and Discipline to support Academics	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The 2022-2023 early warning data indicates that 672 students exhibited attendance below 90%: 9th grade (124), 10th grade (166), 11th grade (179), and 12th grade (203). Furthermore, 460 students received one or more suspensions. The data was identified as an area of critical need to increase instructional time which will impact student achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	1. The measured outcome is to decrease the number of students on the below 90% attendance data. 2. An additional outcome is to decrease the number of students who receive 1 or more suspensions.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Teacher daily attendance monitored by attendance clerk. 2. Monthly attendance and discipline data will be reviewed by Admin. 3. Parent Liaison will conduct home visits for student with excessive absences. 4. Monthly monitoring of teachers using school-wide positive incentives for behavior and attendance..
Person responsible for monitoring outcome:	Kim Smith (kimberly.smith.1@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Positive behavioral interventions and support such as Gator Chomps, Superior Gator, and Student Recognition will be implemented to assist with decreasing behaviors. 2. Attendance and Behavior contacts will be used to communicate expectations, establish interventions, and outline rewards/consequences for students and parents.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	PBIS supports the continued teaching of student expectations combined with feedback about student behaviors. The evidence-based strategies reduces the need to discipline and promotes a positive school climate. The use of the Attendance and Behavior contact is a Tier 2 early intervention that includes all stakeholders and provides personal attention as a part of an engagment strategy.

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. A parent university night will be hosted to support students and families learn about the importance of academics, post-secondary education, and attendance and to provide preventative behavior strategies. Administration and Guidance will plan an event for parents and students to understand our tools for success better. Each semester the school will host meaningful community-based instructional sessions to provide all stakeholders with tools for success relating to academics and developing behaviors for success.

Person Responsible   Nuncia Francoise-Lowery (nuncia.francoislowery@palmbeachschools.org)

2.) The SwPBS team will meet monthly to disaggregate discipline data and develop preventative school-wide strategies to decrease discipline trends. The team would also provide school-wide lessons on teaching behavior expectations and review that information each quarter. SwPBS will provide staff and instructors with positive incentives for expected behaviors and recognize students for academic and behavior success.

Person Responsible   Kim Smith (kimberly.smith.1@palmbeachschools.org)

3.) An additional attendance clerk position will be created to monitor attendance, input data in student conductor, and review daily data.

Person Responsible   Charron Brown (charron.brown@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.

We have in place the Positive Behavior Support System. The PBS Team provides all stakeholders (staff, students, parents, and community) with professional development on the Behavior Matrix and behavior expectations, which focuses on being Respectful, Responsible, and Safe throughout the building (classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after-school program. The School-Based Team (SBT) meets weekly to discuss students with academic, social, and behavioral concerns. Another method of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselors. A student mentoring program is also in place to provide pre-identified students with guidance and support as well as a Professional Mental Health Professional staff member to support students with counseling services and behavioral mental health needs.

SEL strategies are also incorporated into all parent, family, and community meetings. An opening ritual initiates each meeting to establish a positive and welcoming environment. The meeting concludes with an optimistic closure where participants are encouraged to provide feedback and reflect on what was shared. On-going communication is established to keep parents informed as well.

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

PBS Integrates the Single School Culture by monitoring SwPBS through data and incorporating THE TRAITS of THE GREATER GATOR :
Goal-Oriented
Always Positive
Takes Ownership/Talented
On-Time
Respectful throughout the campus and classrooms.

In SY22, Palm Beach Gardens High School has created an Equity Committee. The committee is committed to eliminating race, ethnicity, gender expressions, gender identity, sexual orientation, disability, or socioeconomic
status as predictors for academic outcomes. This committee strives to interrupt and dismantle inequitable practices on our campus. Our yearly goals include the utilization of data and evidence-based research to address:
- The identification of systemic deficiencies and work
- To bring resolutions to inequitable practices.
- African-American, Hispanic/Latinx, women's and
- LGBTQ contributions to society and bring
- Awareness of each group's inequities.
- Professional development for the inclusion of
- Culturally responsive instructional practices for all
- Backgrounds and abilities.

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

Stakeholders and roles in promoting a positive culture and environment at Palm Beach Gardens High School.

Staff
SwPBS is a staff led team that works to promote positive school culture and climate. The team meets monthly to discuss discipline concerns/trends, events going on around campus, and other incentives for students and teachers. The SwPBS team recognizes one student from each grade level every month that fits the student role model of being a greater gator. The team also organizes our Gator Chomp reward system. This promotes positive behavior and supports a positive school climate where students and teachers can feel appreciated. The team works together to plan celebrations for those students meeting our daily expectations.

The Swampitality Team is a staff led hospitality group working hard to ensure that staff have many opportunities to socialize, bond, and grow as a congregation. The Swampitality Team plans school-wide events that will include everyone, and also plan for VIP members-only events that those who have contributed to making our organization successful can enjoy. The swampitality intentionally creates a positive work environment that impacts teacher morale.

Palm Beach Gardens also fosters positive relationships with parents, families,and stakeholders through parent
engagement meeting such as Advance Placement Academics Night and Parent Conference Days. These meetings will focus on educating parents on the resources that are available to their learners, as well as strategies that can be used to support the learning make the best decision for their academic path.

Parents
Parent volunteers are a viable part of the Palm Beach Gardens High School community. Parent volunteers add value to the positive learning environments with their support and input. A number of campus organizations are able to successfully impact students positively because of the time and resources of our

generous parents. Some of those organizations include choice programs, band, chorus, theater, SGA, FBLA, Football, Volleyball, Track, Lacross, and Baseball.

Parents also contribute to our SAC committee. SAC meets monthly that includes staff members and district employees, parents and community members, and business partners. This group discusses and votes on the well being of our school and our students.

Community
The PBGHS has a board that meets monthly on campus. The members consist of businesses, parents, and PBGHS alumni. The various choice programs at PBGHS can flourish due to the dedication, resources, and community outreach of the board in assisting all magnet programs.