

The School District of Palm Beach County

Highridge Family Center



2022-23 Ungraded Schoolwide Improvement Plan

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Highridge Family Center

4400 N AUSTRALIAN AVE, West Palm Beach, FL 33407

<https://hr.palmbeachschools.org>

Demographics

Principal: Demetrius Permenter

Start Date for this Principal: 2/2/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School 03-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
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)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Highridge (3024) falls under Palm Beach County Schools Department of Support Services. The Support Services Department is committed to providing practical and relevant instruction to meet the needs of all students. Our school is committed to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

Highridge (3024) is an educational and working environment where students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and everyone will succeed and flourish.

A joy of learning is fostered in each student, and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Highridge Family Center is a three-month, Monday through Friday, trauma-informed residential treatment program for Palm Beach County youth. We provide services to families with youth ages 11 through 16 years, who are experiencing problems at home, school, with friends, and in the community. Youth on medication(s) are eligible for the program when closely monitored by their prescribing physician.

Specific supports are provided to meet our mission and vision:

1. Palm Beach County School on-site,
2. Small class sizes,
3. Behavioral specialist in each classroom,
4. Youth learn how to be successful in a classroom setting, and
5. Open communication and collaboration between residential staff and school staff

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Permenter, Demetruis	Principal	<p>Instructional Leader in charge of executing and monitoring daily school operations and academics towards students' growth. In addition:</p> <ul style="list-style-type: none"> -Uses data to inform decisions and instruction, professional learning, performance, and student learning. -Provides effective communications with and seeks input from parents, teachers, students, and the community via systematic processes. -Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college and career readiness. <p>Create a Vision of Academic Success for All.</p> <ul style="list-style-type: none"> -Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. -Sets expectations for staff for engaging with the teacher leaders in ongoing efforts to improve instruction and student learning. - Implements a comprehensive performance management system. - Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.
Leonard, Crystal	Other	<p>Help students and parents receive transition services and information as students enter and exit schools throughout our programs. providing transition support for students entering and exiting in and out of county DJJ residential commitment ,day treatment (Pace) and the County Jail. I am also the ESE / 504 Contact for Pace Center for Girls.</p> <p>Prior to Release:</p> <ul style="list-style-type: none"> · Participates in Transition (60 day) and Exit (14 day) Meetings for each student · Completes Section B - Electronic Educational Exit Plans (EEEP)within 15 days of receiving EEEP · Requests all education records from DJJ residential commitment programs and prepare files for all reentry students · Review records for Educational Progress and Transition Plans · Participates in Community Reentry Team Meetings (30 day) for each student · Communicates with Parents/Guardians about education reentry to discuss options and reentry process · Sends email notifications prior to release to SDPBC Assistant Superintendent, Choice and Innovation and Deputy Superintendent, SAC, Regional Office, Support Services, ESE, SBT administrators and staff. Also, representatives from SEDNET, Safe Schools, Alternative Education, Court Liaisons, Behavior Coaches and DJJ probation. · Coordinates to set up and hold Education Reentry Meetings at SAC schools in all regions of the county. Send Calendar Invites for all meeting to all invited attendees · Provides education reentry information to PBCSD court liaisons for Pre-Release Hearings

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · Maintains DJJ Reentry Database for DJJ Residential Reentry Residential Commitment Reentry Process – Education Reentry Meetings · Meetings are held prior to or within 3 school days of release at student's geographically assigned home school · Based on student's needs, reentry placement options include comprehensive high or middle schools, academic intervention alternative education sites or behavior intervention alternative education sites. Students/Parents may also choose Charter Schools, Home Education/ Virtual School, Private Schools and Adult Education Sites. · If applicable, student's IEP/504 plan reviewed/updated · Reentry student is referred to School Based Team · After DJJ reentry meeting, sends Meeting Summary email with placement outcome to all meeting participants and SDPBC Assistant Superintendent, Choice and Innovation and Deputy Superintendent, SAC, Regional Office, Support Services, ESE, SBT administrators and staff. Also, representatives from SEDNET, Safe Schools, Alternative Education, Court Liaisons, Behavior Coaches and DJJ probation. Post Release: <ul style="list-style-type: none"> · Attends intake when student and parent are enrolling at SAC, Alternative Education site, Charter etc. to support reentry registration and transition. · Monitors school enrollment · Communicates with parent/guardian and JPO if student is not enrolled within 3 school days of release · Communicates with Back to a Future (BTAF) Grant Case Managers and Project Bridge regarding school enrollment and needed services/ assistance. Participates in quarterly Back to a Future (BTAF) youth review meetings as DJJ Reentry post release student follow up and monitoring · Provides Reentry Educational records to Palm Beach Guidance Counselor and Data Processor for input. Monitors to ensure credits from out of county DJJ programs are inputted on MIS system · Provides assistance and MIS records to JPOs for post commitment monitoring · Gathers post release school enrollment data each semester (via MIS, JPO and Phone Calls to Parent/Guardian) and provides as required for BTAF Grant, Title 1, etc. · Maintains Database · Participates in School Based Team meetings for DJJ reentry students at schools as needed post release

Keough,
Lisa

School
Counselor

Provides direct counseling services and collaboration with teachers, administrators, and parents while students are in our care.
Provide students with academic guidance toward graduation and post secondary career pathway
Informs student of what the requires are for promotion

Provides transition services and interface with the Dept. of Juvenile Justice and program personnel while students are involved in therapeutic, substance abuse, and at-risk behavior modification programs.

Name	Position Title	Job Duties and Responsibilities
Horne, Alma	Graduation Coach	Provides support services to students at six alternative schools/programs. Collaboration with administrators, teachers, students, and other stakeholders to improve academic performance, remove barriers to graduation, and make students aware of postsecondary options. The Coach interacts directly with students to assist and deliver the intervention and/ or skill(s).
Pollard, Jeff	Administrative Support	Provide instructional support, mentoring, and guidance to teachers and administrators. Including but not limited to analysis & data reflection to develop professional learning communities to ensure standards based-instruction.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Sunday 2/2/2020, Demetrius Permenter

Total number of students enrolled at the school.

20

Total number of teacher positions allocated to the school.

5

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

1

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

1

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

1

Demographic Data

Early Warning Systems

2022-23

The number of students by 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	1	8	1	4	4	2	0	20
Attendance below 90 percent	0	0	0	0	0	0	0	3	0	2	2	1	0	8
One or more suspensions	0	0	0	0	0	0	1	7	1	2	2	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	3	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	3	1	1	1	0	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	6	1	3	0	0	0	10
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	3	1	1	1	0	0	7

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	1	7	1	2	3	0	0	14

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	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	2	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/23/2022

2021-22 - Updated**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	1	5	4	9	1	1	0	21
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	1	0	0	0	3
One or more suspensions	0	0	0	0	0	0	3	3	1	0	1	0	0	8
Course failure in ELA	0	0	0	0	0	0	4	7	2	1	2	2	0	18
Course failure in Math	0	0	0	0	0	0	0	4	1	2	2	1	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	3	6	4	3	2	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	1	7	3	0	0	1	0	15
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

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		52%	55%					56%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								55%	54%
Math Achievement		45%	42%					53%	62%
Math Learning Gains								55%	59%
Math Lowest 25th Percentile								52%	52%
Science Achievement		48%	54%					45%	56%
Social Studies Achievement		57%	59%					75%	78%

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
03	2022					
	2019					
Cohort Comparison						
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019	0%	59%	-59%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	60%	58%	2%	56%	4%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019					
Cohort Comparison						
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019	0%	65%	-65%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	64%	-64%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	51%	-51%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	36%	51%	-15%	48%	-12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	67%	-67%
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	0%	69%	-69%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

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
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
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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Area(s) of Focus for School Year 22 were Instructional Practice specifically relating to ELA and Math. Learning gains in both Math and Language Arts were 4 points higher (38 points Math and 57 points Language Arts) than the previous year. Monitoring techniques included: Data Analysis (Performance Matters), Classroom Walkthroughs, Formal and Informal Observations, Bi-weekly School Based Team Meetings.

Which data component showed the most improvement? What new actions did your school take in this area?

Math and Language Arts data had similar levels of growth (4 points). Incorporation of Reading and Math Coach provided stability in guiding Best Practices and accountability to teaching Benchmark Standards.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Continual focus on delivering standard based instruction in Math and ELA is our greatest need of improvement. The greatest area of need is in English Language Arts. SY21 37 % students of the students showed learning gains and in SY23 38 % of the student had learning gains. During SY23 consistency of a certified teacher in the ELA position was most problematic. Although our data identifies a 1% growth from SY22 to SY23, during SY23 our students were without a certified ELA teacher 35% of the instructional calendar.

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

Reviewing our student demographic and early warning systems, it can be noted that our middle school population has the largest deficiencies in reading and math. Our students transition from different

schools throughout the District and the students are enrolled with us for 12 weeks and then transition back to their home school. This creates inconsistency in instructional delivery and skill building.

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

Standards-Based Instruction will continue to be our primary strategy of focus. Additionally, systemic intervention implementation, research-based instructional strategies, academic vocabulary, and professional development in the area of reading and mathematics that is focused not just on proficiency but on student gains/growth towards closing gaps with peers will be implemented.

The following strategies will also be implemented to support learning gains:

1. In-school tutorials
2. Incorporate Reading Plus into Reading
3. Data Chats
4. Monitoring data integrity

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

1. Standard-based grading, recording, and reporting
2. Implementation of small group differentiated instruction.
 - Creating rotational schedules
 - Analysis of data
 - Developing differentiated lessons with differentiation in task, talk, and text
3. Review and analysis of data to incorporate Data chats effectively.
 - Develop data chat form for all students
 - Support teacher understanding of data reports & the disaggregation of the data
 - Develop data chat schedule schoolwide

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Reviewing our 2021-2022 School Accountability Ratings, our overall rating was Maintaining. The English Language Arts Learning Gains were 38% a 1% increase from the previous year. The growth, although positive, was minimal and the school was 5% points away from receiving a Commendable rating.

Measurable Outcome:

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

The goal for SY23 will be to improve the ELA Learning Gains by 10% points (38 to 48).

Monitoring:

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

At Highridge, we plan to use the following monitoring techniques:
Bi-weekly review of Lesson Plans,
Data Analysis during School Based Team and Professional Learning Community Meetings,
Classroom walkthroughs/ observations,
Student work samples/portfolio/binder reviews,
Student Attendance, and
Data Chats with teachers, students, and parents .

ELA will be monitored through the district's FSQs and USAs. Reading Plus & PMP will be utilized to ensure student achievement and growth. Course failure will be monitored through the Biweekly School Based Team meetings, teachers' meetings, and with parents to discuss student progress and/or concerns.

Person responsible for monitoring outcome:

Demetruis Permenter (demetruis.permenter@palmbeachschools.org)

Evidence-based Strategy:

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

1. Small group differentiated instruction,
2. Incorporate the use of Reading Plus into Reading/ ELA classes,
3. Data Chats with students and staff,
4. Individual Graduation plan

1. Utilizing small groups promotes efficient use of teacher and student time, increased instructional time, increased peer interaction, and opportunities for students to improve the generalization of skills. With differentiation in the classroom, instructors can manage what students learn, how students learn, and how students are assessed. With its flexibility, differentiated instruction allows teachers to maximize individual growth in the course content. Differentiated instruction is student-centered.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

2. Technology supports all learners at their academic level. It allows for remediation and enrichment as necessary.

3. Data chats support the understanding of students' learning. All stakeholders are held responsible and accountable for the student's progress and growth where they analyze and disaggregate data to determine weaknesses and strengths.

4. A student specific plan detailing the courses necessary for

graduation can promote students awareness to successfully transition from high school to post secondary education and/or the work force.

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. Small Group Differentiated Instruction

- a. Teachers will be trained by the Reading Coach
- b. Teachers will develop a rotational schedule for all students to participate
- c. Teachers will develop lesson plans with differentiated text, task, and talk to support all learners
- d. Monitoring will occur through observations and data analysis

Person Responsible

Demetrius Permenter (demetrius.permenter@palmbeachschools.org)

2. Incorporate Reading Plus in Reading courses

- a. Train teachers to utilize the program effectively and with fidelity. Provide ongoing support as needed.
- b. Teachers develop rotational schedules for appropriate program usage.
- c. Teachers analyze data from programs to provide additional content-specific differentiated small groups.
- d. Set expectations and train teachers to utilize program resources for small group differentiation.
- e. Monitoring will occur through student usage/participation reports, analysis of data, along with classrooms observations and walks.

Person Responsible

Demetrius Permenter (demetrius.permenter@palmbeachschools.org)

3. Data Chats

- a. Review and train teachers on the format to be followed for data chats
- b. Develop a data chat form
- c. Schedule ongoing data chat sessions with all; stakeholders; students, teachers, parents, and administration
- d. Monitoring data integrity

Person Responsible

Lisa Keough (lisa.keough@palmbeachschools.org)

Individual Graduation plan/ Post-secondary/ Career portfolio

- a. creation of individual entry plan
- b. detailed graduation plan with goals to either graduate while in the program or after they returned home.
- c. specific plans for post-secondary education and careers.

Person Responsible

Alma Horne (alma.horne@palmbeachschools.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Highridge school site is identified only under the School Improvement Accountability Rating and not under ESSA, data analysis therefore, we will focus on ELA and Math Learning gains rather than ESSA subgroups.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Reviewing our 2021-2022 School Accountability Ratings, our overall rating was Maintaining. The Mathematic Learning Gains were 57%, a 16% increase from SY19 . The growth is positive however, our students are consistently changing. High receives new students weekly and the rotate in an out of the program every 12 weeks. Therefore, continuing and/or maintaining our Math performance is important.

Measurable Outcome:

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

Improve Math Learning Gains by 5% points from 57% to 62%.

Increase students participation in IXL (Math Assessment) by 50%.

-Program purchased in 2022 to improve Math Deficiencies.

At Highridge, we will implement the following monitoring techniques:

- A Biweekly review of Lesson Plans,
- Data Analysis during School Based Team and Common planning,
- Classroom walkthroughs and observations,
- Student work samples,
- Student attendance, and
- Data Chats with teachers, students, and parents.

Monitoring:

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

Math will be monitored through the district's FSQs and USAs, FSA, Progress Monitoring & EOC's will be utilized to ensure student achievement and growth.

Course failure will be monitored through the Biweekly SBT meetings, teachers' meetings, and with parents to discuss student progress and/or concerns.

Person responsible for monitoring outcome:

Demetruis Permenter
(demetruis.permenter@palmbeachschools.org)

Evidence-based Strategy:

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

1. Incorporate IXL and Edgenuity
2. Data Chats
3. Small Group Instruction

1. Incorporate IXL in Math courses to build students individual skill level.
2. Edgenuity provides an opportunity for students who have taken a course and failed it to remediate the course.
3. Data chats support the understanding of students' learning. All stakeholders are held responsible and accountable for the student's progress and growth, where they analyze and disaggregate data to determine weaknesses and strengths.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

Incorporate IXL in Math Courses

- a. Renew program contracts (if necessary)
- b. Train teachers to utilize the program effectively and with fidelity.
- c. Teachers develop a rotational schedule for appropriate program usage.
- d. Teachers analyze data from programs to provide other content-specific differentiated small groups.
- e. Set expectations and train teachers to utilize program resources for small-group differentiation.

Person Responsible

Demetrius Permenter
(demetrius.permenter@palmbeachschools.org)

Incorporate Edgenuity Credit Recovery

- a. Train teachers to utilize the program effectively and with fidelity.
- c. Teachers develop a rotational schedule for appropriate program usage.
- d. Teachers analyze data from programs to provide other content-specific differentiated small groups.
- e. Set expectations and train teachers to utilize program resources.

Person Responsible

Demetrius Permenter
(demetrius.permenter@palmbeachschools.org)

3. Data Chats

- a. Review and train teachers on the format to be followed for data chats
- b. Develop a data chat form
- c. Schedule ongoing data chat sessions with all; stakeholders; students, teachers, parents, and administration

Person Responsible

Lisa Keough (lisa.keough@palmbeachschools.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Highridge school site is identified under the School Improvement Accountability Rating.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data will be collected monthly School Based Team and Faculty Meeting. We address positive school culture and the environment by utilizing the PBS model. Having building-wide school rules in place allows the students and staff to move in the same direction in what we want to see as a great school. We have a list of consequences to get the students to self-reflect and positively direct their behavior. We have a reward

system that recognizes students who are going above and beyond to make our school a great place to learn, with weekly & monthly student of the month. We also recognize our staff for going the extra mile by having teacher of the month.

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.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Our Stakeholders include the Palm Beach County School District, Highridge Family Center, School Advisory Committee (SAC), Department of Juvenile Justice, Teachers, Parents and Students. The target area, related data and resulting action steps will be communicated to stakeholders via emails, newsletters, and verbal communications.

As stipulated within Statute & Policy 2.09 our school ensures all students receive equal access. Students are immersed in rigorous tasks encompassing the full extent of Florida's B.E.S.T Standards. In accordance with Florida State Statute 1003.42, Highridge will continue to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. Instruction will also be infused as 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 be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and 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.

(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

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

Describe how implementation will be progress monitored.

Students meet with the School Counselor, who provides individual progress monitoring. Teachers participate in collaborative learning communities that meet on a regular basis. Collaboration occurs across grade levels and content areas. The School Based Team uses a formal process that promotes productive discussion about student learning and identifies interventions and strategies aimed at improving individual learning.

Teaching points and may also be integrated into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness.

Teachers follow the scope and sequence as outlined on the PB curriculum resource blender. This ensures that teachers have a timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events.

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.

Action Step	Person Responsible for Monitoring
1. Lesson Plans highlighting the specific PBS focus.	
2. Agendas reflecting the items discussed in the schoolwide PBS monthly meetings.	
3. Newsletters will be developed to highlight special multicultural events.	Permenter, Demetrius , demetrius.permenter@palmbeachschools.org
4. Bulletin boards will display events, activities, and our Universal Guidelines (PROS)	