# Riviera Beach Preparatory & Achievement Academy



## 2022-23 Ungraded Schoolwide Improvement Plan

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# Riviera Beach Preparatory & Achievement Academy

7071 GARDEN RD, Riviera Beach, FL 33404

https://rfsc.palmbeachschools.org

## Demographics

## Principal: Mark Simmonds

Start Date for this Principal: 6/29/2017

| | |
|---|---|
| **2021-22 Status**<br>(per MSID File) | Active |
| **School Function**<br>(per accountability file) | Alternative |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>5-12 |
| **Primary Service Type**<br>(per MSID File) | Alternative Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students*<br>Hispanic Students* Economically Disadvantaged Students* |
| **School Improvement Rating History** | 2021-22: Commendable<br><br>2020-21: No Rating<br><br>2018-19: Maintaining<br><br>2017-18: Commendable<br><br>2016-17: No Rating |
| **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.**

We are committed to excellence in education, and the preparation of our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

**Provide the school's vision statement.**

We believe that every student can reach their highest potential, given the right environment. The administration, faculty and staff at Riviera Beach Preparatory and Achievement Academy are highly qualified and prepared to provide an atmosphere that is conducive to learning and overcoming the academic difficulties that our students may have experienced. Our small learning environment and dedicated faculty will equip students with the tools necessary to reach their individual goals.

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

RBPAA transitioned to its current location in 2011. In August 2017, RBPAA & Gold Coast merged to serve students 8-12. The school's design is an academic remediation and credit recovery program. SY18, we launched the STAR academy, which primarily focuses on over-aged 8th graders, emphasizing the completion of up to 5 high school credits. All students are allowed to participate in one of three vocational programs.

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 are immersed in rigorous tasks encompassing the
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 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. The second week in November shall be 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
(d) Sacrifices of Veterans and the value of Medal of Honor recipients
These concepts are introduced as stand-alone teaching points and may be integrated 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.

Unique Strengths-

STAR Academy students may earn up to five high school credits.
We offer two vocational programs
Small class sizes (15:1)
Only academic remediation high school in the area
Individualized student needs analysis
Academic Acceleration program for over-aged 8th graders

Partnerships and Grants –
Communities in Schools
Families First
MV Resources
Red Apple
Boys to Men Mentorship Program
Youth Empowerment Center of Riviera Beach
The Giving Closet Project

## 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 |
|---|---|---|
| Simmonds, Mark | Principal | Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts an assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensureS adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. |
| Harrell, Veneise | Assistant Principal | Will build and sustain the school vision while sharing keys responsibilities and providing a learning community for all stakeholders. The Assistant Principal uses data to make instructional decisions while monitoring curriculum and instruction. The Assistant Principal will monitor the use of AVID strategies through its AVID Elective classes. |
| Panier, Fercella | School Counselor | Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The RTI team will develop and suggest academic behavioral strategies to teachers in accordance with the School Districts RTI plan. Our ESE contact, has attended and received RTI training. |
| Thomas, Shameka | Administrative Support | Provides ongoing counseling and consultation to students and their families for the purpose of increasing their positive behaviors. Conducts individual, group and family counseling sessions with emotionally disturbed students. |
| Abe-Janiga, Toshimi | Teacher, K-12 | Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. |

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

## Demographic Information

**Principal start date**
Thursday 6/29/2017, Mark Simmonds

**Total number of students enrolled at the school.**
133

**Total number of teacher positions allocated to the school.**
23

**Number of teachers with professional teaching certificates?**
21

**Number of teachers with temporary teaching certificates?**
2

**Number of teachers with ESE certification?**
3

**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 | 0 | 0 | 46 | 13 | 8 | 21 | 45 | 133 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 9 | 3 | 14 | 35 | 75 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 3 | 2 | 7 | 9 | 36 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 12 | 13 | 28 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 14 | 21 | 45 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 9 | 7 | 9 | 15 | 70 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 4 | 6 | 1 | 4 | 41 |
| 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 | 0 | 29 | 10 | 7 | 18 | 28 | 92 |

**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 | 44 | 11 | 4 | 12 | 24 | 95 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 1 | 1 | 6 | 15 |

**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 | 0 | 0 | 36 | 9 | 24 | 41 | 102 | 212 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 4 | 20 | 31 | 88 | 171 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 3 | 8 | 8 | 22 | 49 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 4 | 13 | 14 | 13 | 57 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 5 | 16 | 20 | 28 | 81 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 7 | 11 | 17 | 48 | 103 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 3 | 14 | 22 | 60 | 121 |

**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 | 24 | 8 | 21 | 29 | 76 | 158 |

**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 | 30 | 5 | 11 | 16 | 43 | 105 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 1 | 1 | 4 | 9 | 25 |

## 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 | | 55% | 51% | | | | | 57% | 56% |
| ELA Learning Gains | | | | | | | | 51% | 51% |
| ELA Lowest 25th Percentile | | | | | | | | 43% | 42% |
| Math Achievement | | 42% | 38% | | | | | 54% | 51% |
| Math Learning Gains | | | | | | | | 45% | 48% |
| Math Lowest 25th Percentile | | | | | | | | 43% | 45% |
| Science Achievement | | 43% | 40% | | | | | 73% | 68% |
| Social Studies Achievement | | 53% | 48% | | | | | 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 |
| 05 | 2022 | | | | | |
| | 2019 | 4% | 59% | -55% | 56% | -52% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -4% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 12% | 58% | -46% | 56% | -44% |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 5% | 65% | -60% | 60% | -55% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -5% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| | | | | SCIENCE | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 4% | 51% | -47% | 53% | -49% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -4% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 6% | 51% | -45% | 48% | -42% |
| Cohort Comparison | | 0% | | | | |

| | | | BIOLOGY EOC | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 3% | 69% | -66% | 67% | -64% |
| | | | 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 | 10% | 69% | -59% | 70% | -60% |
| | | | ALGEBRA EOC | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 10% | 64% | -54% | 61% | -51% |
| | | | 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 |
| SWD | | | | | | | | | | 62 | |
| BLK | 4 | 43 | | 3 | 20 | | 7 | 8 | | 72 | 11 |
| FRL | 3 | 44 | | 5 | 26 | | 5 | 31 | | 62 | 12 |

| 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 | | | | | | | | | | 73 | 27 |
| BLK | | | | | 44 | 8 | | | | 72 | 10 |
| HSP | | | | | | | | | | 57 | |
| FRL | | | | | 37 | | 14 | 5 | | 72 | 12 |

| 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 | 9 | 26 | | 4 | 14 | | 5 | | | | |
| BLK | 8 | 20 | 36 | 1 | 11 | 38 | 2 | 10 | | 46 | 9 |
| HSP | | | | 27 | | | | | | | |
| FRL | 10 | 23 | 33 | 6 | 15 | 40 | 4 | 5 | | 48 | 14 |

## 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) | CSI |
| OVERALL Federal Index – All Students | 22 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 177 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 82% |

| 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% | 3 |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| 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 | 21 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 3 |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| 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 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 | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 24 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 3 |

## 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?**

Graduation Rate - To increase the school's graduation rate and improve students' college and career readiness by increasing their reading skills, mathematical skills, and health and wellness aligned with the District's Strategic Plan. When looking at the data from SY21 our population achievement in Algebra 1 and Geometry combined is 1.79%. When looking at our overall school data dealing with Math gains, our school had a 13% decline from SY2019. When looking at the data from SY21 our population achievement in English Language Arts Grades 3 - 10 is 1.87%. When looking at our overall school data dealing with ELA gains, our school had a 5% decline from SY2019. Graduation rate shows 70.5%, a +19.7% increase from SY20. Total Percent Tested 2021-22 was 82% and increased 4% from 2020-21. According to the 2021-22 ELA Assessment Results by Achievement Level, Level 1 decreased 10.4% from the prior year. Level 2 increased from 15.4% to 22.6%. Most importantly, there was no Level 3 previous year. However, 3.2% of students achieved Level 3 in 2021-2022. According to FL State's School Report Card, Year 20219-20's graduation rate was 70.5%, Year 64%. The graduation rate decreased by 6.5%.
Progress Monitoring:
Instructional walkthroughs were conducted through iObservation.
Strengths Weaknesses Opportunities Threats (SWOT) Analysis was used as a monitoring tool.
Faculty Grade Analysis per nine weeks.
EDW reports were used to monitor progress.
Graduation Status Reports were used in data chats.

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

Total Percent Tested 2021-22 was 82% and increased 4% from 2020-21. According to the 2021-22 ELA Assessment Results by Achievement Level, Level 1 decreased 10.4% from the prior year. Level 2 increased from 15.4% to 22.6%. Most importantly, there was no Level 3 previous year. However, 3.2% of students achieved Level 3 in 2021-2022.

**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?**

ELA Learning Gains includes student performance on statewide standardized English language arts assessments and measures student learning gains from before the current year. Based on the data, Riviera Beach Prep's "overall school data dealing with English language arts (ELA) gains" declined 5%.

Math Learning Gains includes student performance on the Algebra 1 and Geometry EOCs and

measures student learning gains from before the current year. Based on the data, Riviera Beach Prep's "overall school data dealing with Math gains" decreased by 13%.

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

In the "Economically Disadvantaged" group's graduation rate, Riviera Beach Prep was 62.3% which is lower than Statewide (87.2%) and Palm Beach (88%). Most of Riviera Beach Prep's student population's socioeconomic status is low. Furthermore, the school is in an area that is one of the county's lowest levels.

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

Engaging families in students' learning has a positive impact on student achievement. To help their children at home, parents need to know what's going on at school. The more a program is clearly designed to improve student achievement, the more impact it will have. The following programs should help families:
Get a clear idea of what their children are learning and doing in class: Curriculum Night
Promote high standards for student work: Honor Roll Breakfast
Discuss how to improve student progress: Senior Night

**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.**

Through ongoing biweekly PLC, teachers work collaboratively to improve student achievement.

**Areas of Focus:**

| #1. Instructional Practice specifically relating to B.E.S.T. Standards | |
|---|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | To increase our students graduation rate, and improve their college and career readiness by increasing their reading skills, mathematical skills, and their health and wellness in alignment with the District's Strategic Plan. According to SY22 SDPBC ESSA subgroup data our African American and students on Free and Reduce Lunch status has the lowest achievement in Math Gains of 23% and ELA Gains of 43.5%. When looking at our overall school data dealing Math gains, our school had a 20% increased from SY2019. We went from 35% to 55%. Our ELA proficiency had a 14% increase from 35% in SY 19 to 49% in SY22. Our overall rating according to the FLDOE School improvement rating increase from a Maintaining status to a Commendable Status. Our Graduation rate shows 64%, a +13.2% increase from SY20. |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Goals for SY23 will be to have an average of 5% increase in our ELA and Math Gains for both subgroups. This would be an increase from 49% to 54% in ELA and an increase of 55% to 60% in Math. We plan to ensure a 5% increase within all tested content areas for our SWDs, FRL, Hispanics & EDs. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. | The New State Progress Monitoring (PM) Assessment Tool. More information to come. |
| **Person responsible for monitoring outcome:** | Mark Simmonds (mark.simmonds@palmbeachschools.org) |
| **Evidence-based Strategy:**<br>Describe the evidence-based strategy being implemented for this Area of Focus. | 1. Math teachers will implement a focused curriculum: Algebra Nation and Khan Academy for Algebra I students and the utilization of Performance Matters. (Mr. C & Ms. E)<br>2. Students will be remediated and enriched through our ACT/SAT test-strategy boot camps and exposure to WICOR strategies (AVID).<br>3. Differentiated and small group instruction within all ELA and Math classrooms. (Mr. C, Ms. E, Mrs. E, Mrs. O)<br>4. Afterschool Tutorials will provide blended and digital learning opportunities utilizing technology and various resources.<br>5. Professional Learning Communities for content teachers to engage in standards-based instruction/planning. |
| **Rationale for Evidence-based Strategy:**<br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | 1. Algebra Nation and Khan Academy offers a significant increase in satisfactory scores at the end of the year and state assessments.<br>2. AVID strategies ensures college and career readiness as well as improved academic performance for all students.<br>3. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn to move forward. Ongoing observation of students, combined with systematic assessment enables teachers to support and enhance student learning/outcomes.<br>4. Tutorials ensure students are remediated with data analyzed details to close the achievement gap. The use of technology with content area material when taught explicitly will increase the engagement level of the students. |

5. Professional Learning Communities (PLC) will support teacher planning for standards-based Instruction.

**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.

*No action steps were entered for this area of focus*

**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.

# 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.**

Student Attendance

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

Data will be collected and analyzed through daily attendance (SIS), random body counts, and reports provided by the Attendance clerk and our in-house Attendance tracker.

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

Stakeholders will be informed through faculty meetings, SAC meetings, Open House, and monthly newsletters.

**Describe how implementation will be progress monitored.**

Student Attendance will be monitored through data chats with students and administration, periodic reports from Attendance clerk and Attendance tracker. Once a student accumulates five or more unexcused absences an attendance letter will be generated.

### 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 |
| --- | --- |
| Outline expectations for taking attendance to teachers. | Harrell, Veneise, veneise.harrell@palmbeachschools.org |
| Monitor student absences. | Thomas, Shameka, shameka.thomas@palmbeachschools.org |
| Establish data chats with students and faculty regarding attendance. | |
| Establish a reward system (PBIS). | |
| Confer with Family Counselor. | Thomas, Shameka, shameka.thomas@palmbeachschools.org |
| Generate Attendance letter | Thomas, Shameka, shameka.thomas@palmbeachschools.org |