Palm Beach Lakes High School

2022-23 Schoolwide Improvement Plan

Table of Contents

Palm Beach Lakes High School

3505 SHILOH DR, West Palm Beach, FL 33407

https://pblh.palmbeachschools.org

Demographics

Principal: Rosalind Gray Mccray

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: C (43%) 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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Palm Beach Lakes High School

3505 SHILOH DR, West Palm Beach, FL 33407

https://pblh.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Palm Beach Lakes Community 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.

Provide the school's vision statement.

Palm Beach Lakes Community High School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

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
Alfonso, David	Principal	Instructional Leader in charge of executing and monitoring personnel and the allocation of resources to ensure all students receive equitable access to effective standards based instruction, the supervision and evaluation of Assistant Principals, and all school operations. Ensures adequate professional development is provided to support teachers and to provide them with strategies and resources to support the facilitation of instruction. Ensures that the school-based team is implementing MTSS
Gray-McCray, Rosalind	Assistant Principal	Supervise and evaluate Guidance Services (School Counselors, registration, withdrawals,), ELL Department, Attendance clerk, Data Processors, all secretarial staff and teachers. Supervises Testing, credit recovery and the Graduation Cohort, ESP Contact. Supervise and manage Master Schedule, Gradebook manager, Progress reports, report cards, student records, clinic. Provides and supports the common vision for the school which includes the use of data-based decision-making, Ensures professional development is implemented and provides support to teachers as they implement the strategies in their classes. Also provides resources to support the facilitation of instruction.
Huggins, Michael	Assistant Principal	Supervises and evaluates teachers in the Math Department and supervises Student Services, textbook ordering, distribution and monitoring. Provides and supports the common vision for the school which includes the use of data-based decision-making, Ensures professional development is implemented and provides support to teachers as they implement the strategies in their classes. Also provides resources to support the facilitation of instruction.
Docekal, Sarah	Assistant Principal	Coordinates and manages all grants and special programs. Facilitates weekly meetings and the implementation of strategies to support students with Reading, ELA, and Social Studies. Ensures focus is on student learning and engagement. Ensures professional development is implemented and provides support to teachers as they implement the strategies in their classroom.
Russo, Misty	Other	ESE Contact participates in student data collection and collaborates with general education teachers to provide support and to oversee the implementation of IEPs. The Contact monitors student progress on IEPs recommending student interventions as needed. Ms. Russo also ensures that the Master Board is conducive to the ESE student's IEPs. The Contact is an integral part of the School Based Team.
Gibson, Vera	Other	Testing coordinator in charge of all details related to testing are implemented; including but not limited to; Developing testing schedules. Training testing administrators and proctors.

Name	Position Title	Job Duties and Responsibilities
		Preparing testing materials Distributing testing materials in school and sending to appropriate testing center.
Thomas, Wanda	School Counselor	Head of the Guidance Department who ensures the team has appropriate lists of students who they will monitor and support. In addition, she is in charge of developing and creating items for Parent University, College Tours & Visits. Supports the development of the Master Board to ensure all students are appropriately placed.
Jackson, Arielle	Other	Single School Culture Coordinator who ensures the implementation of MTSS through the School Based Team. Facilitates weekly meetings and the implementation of strategies to support students. Coordinates all services offered to students.
Johnson, Demetric	Other	Weekly PLC meetings, data analysis, etc.

Demographic Information

Principal start date
Friday 7/1/2016, Rosalind Gray Mccray

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.*
1

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.*
25

Total number of teacher positions allocated to the school
139

Total number of students enrolled at the school
2,658

Identify the number of instructional staff who left the school during the 2021-22 school year.
17

Identify the number of instructional staff who joined the school during the 2022-23 school year.
10

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	731	734	674	556	2695
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	120	141	164	121	546
One or more suspensions	0	0	0	0	0	0	0	0	0	111	202	163	120	596
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	181	163	171	515
Course failure in Math	0	0	0	0	0	0	0	0	0	19	230	216	201	666
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	298	275	259	232	1064
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	318	289	79	157	843
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	325	328	493	206	1352

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	281	370	294	293	1238

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	2	0	4	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	9	8	6	34

Date this data was collected or last updated

Tuesday 9/6/2022

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	748	787	680	546	2761
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	61	86	84	74	305
One or more suspensions	0	0	0	0	0	0	0	0	0	34	46	36	24	140
Course failure in ELA	0	0	0	0	0	0	0	0	0	221	388	376	282	1267
Course failure in Math	0	0	0	0	0	0	0	0	0	180	305	302	221	1008
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	351	261	278	104	994
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	27	141	174	44	386
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	283	286	0	0	569
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	283	286	0	0	569

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	217	367	356	270	1210

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	15	9	11	48

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	748	787	680	546	2761
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	61	86	84	74	305
One or more suspensions	0	0	0	0	0	0	0	0	0	34	46	36	24	140
Course failure in ELA	0	0	0	0	0	0	0	0	0	221	388	376	282	1267
Course failure in Math	0	0	0	0	0	0	0	0	0	180	305	302	221	1008
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	351	261	278	104	994
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	27	141	174	44	386
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	283	286	0	0	569
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	283	286	0	0	569

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	217	367	356	270	1210

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	0	13	15	9	11	48

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	33%	55%	51%				30%	57%	56%
ELA Learning Gains	45%						39%	51%	51%
ELA Lowest 25th Percentile	34%						32%	43%	42%
Math Achievement	18%	42%	38%				26%	54%	51%
Math Learning Gains	46%						37%	45%	48%
Math Lowest 25th Percentile	57%						28%	43%	45%
Science Achievement	52%	43%	40%				43%	73%	68%
Social Studies Achievement	56%	53%	48%				53%	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	36%	69%	-33%	67%	-31%
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	45%	69%	-24%	70%	-25%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	64%	-43%	61%	-40%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	60%	-33%	57%	-30%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	39	29	12	47	58	21	23		85	38
ELL	14	46	45	15	46	48	39	30		76	58
BLK	32	44	32	16	44	61	50	57		95	72
HSP	31	46	35	22	49	48	56	59		87	69
MUL	53	50		42	64						
WHT	43	44		21	54		64	31		74	71
FRL	32	45	35	18	46	57	51	54		92	72

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	13	30	35	8	16	22	28	28		88	50
ELL	8	34	36	9	18	22	15	28		67	43
AMI										20	
BLK	28	38	35	19	18	20	50	50		96	66
HSP	22	36	36	15	18	17	48	39		76	68
MUL	33	40		18							
WHT	21	29		20	21			75		75	56
FRL	26	37	34	16	19	20	47	45		88	65

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	24	28	18	38	40	28	45		89	25
ELL	15	36	32	20	42	33	22	25		59	54
AMI				7	30					18	
BLK	31	41	36	23	33	26	42	56		93	49
HSP	26	33	24	32	45	30	47	47		82	61
MUL	47	44		31						91	50
WHT	31	32	33	35			30	69		76	50
FRL	29	39	32	25	36	28	42	52		87	51

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	32

ESSA Federal Index	
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
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	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
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	52

Multiracial Students	
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	48
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

When looking at our FY22 data we have made gains in ELA, Science, and Social Studies, this is our trend. Although the low 25% made gains (+37) our overall math data is not where we would like to be. Therefore for FY23, we will focus on ensuring that we are as successful if not more in the area of math.

Current data shows:
ELA
Fy19 FY21 FY22
Gr 9 22% 25% 29%
Gr 10 29% 23% 29%

Low 25% 32% 34% 34%

Subgroup data (overall):
SWDs: 8% 8% 12%

MATH
Fy19 FY21 FY22

Gr 9 21% 10% 11%
Gr 10 26% 21% 27%

Low 25% 28% 20% 57%

Subgroup data (overall):
SWDs: 14% 7% 9%

Biology
Fy19 FY21 FY22
37% 42% 48%
Subgroup data (overall):
SWDs: 23% 16% 20%

US History
Fy19 FY21 FY22
45% 43% 55%

Subgroup data (overall):
SWDs: 47% 20% 23%

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

MATH
Fy19 FY21 FY22
Gr 9 21% 10% 11%
Gr 10 26% 21% 27%

SWDs: 14% 7% 9%

US History SWDs: 47% 20% 23%

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

Due to distance learning, students entered 9th grade with limited foundational math skills. This specific group of students had over and a half of interrupted instruction due to 2020 school closing and virtual learning and in 2021 they received a hybrid model of instruction where most of our students remained distance learners for a better part of the year.

Due to the return of in-person learning, we had many teachers opt of returning causing a teacher shortage.

Attendance was a great concern for both students and teachers due to state-mandated tracking protocols.

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

Biology
Fy19 FY21 FY22
37% 42% 48%

US History
Fy19 FY21 FY22
45% 43% 55%

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

There was consistency in instructional personnel in both Biology and US History. Due to the teams comfort with the subject area collaboration was organic and effective.

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

The 2 potential areas of concern are level 1 on statewide assessments and course failure in ELA and math. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation required assessments and not graduate from High School in a timely manner. We plan to review data carefully and analyze students' strengths and weaknesses. Students also receive additional support with the foundations of both content areas to ensure success in meeting the rigor of the content during retake seminars. We will host in-school tutorials to further support student success. All students will be escorted from their elective courses to attend tutorial classes. Students will also participate in in-school pull-out tutorials. We found that our student population was not successful with after-school programs. We also have an external consultant work with our newest teachers to provide additional support, mentoring & guidance.

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. Data analysis; looking at data, making decisions, data and planning best practices
2. PDs in reading across the contents
3. Best practices
4. Small group differentiated instruction.

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

1. Ensure learning gains & progress for ESSA categorized subgroups (ELLs, SWDs, and AMI): we analyze student data to identify which students fall under various subgroup categories. We reviewed teacher data to identify content area experts to lead instruction and to ensure support for the identified students. We pair our strongest academic teachers with our most needy populations.

2. Ensure student progress and achievement in all content areas, decreasing the number of failures: Teachers were provided mentoring and professional support during PLCs. We provide individualized real-time coaching to our teachers to assist with classroom management and effective teaching practices.

3. Decrease the amount of level 1's on statewide assessments: we analyze data and catere our in-school tutorial program to support our level 1 and level 2 students. Our in-school, during the school day tutorial program, ensures student participation and success. All teachers, including elective teachers, collaborate to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed.

4. Continue to increase the graduation rate and to increase the number of students enrolled in accelerated courses: By a student's senior year we ensure they are enrolled in an accelerated course; ACE or Industry Certification. We reviewed data and found many of our students have the potential to be successful in acceleration courses. We want to be certain all our students are given the opportunity for success. We developed an incentive program to further support all student success.

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

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	When looking at our data we see that if we focused on standards-aligned instruction, we may positively affect student learning and achievement. In alignment with the District Strategic Plan, we will ensure all students are given equal and equitable access to activities and instruction that ensure academic success and growth. Our instructional priority is to use trends in student data ans work samples to identify leanring needs in order to adjust instruction. MATH Fy19 FY21 FY22 Gr 9 21% 10% 11% Gr 10 26% 21% 27% Low 25% Subgroup data (overall): SWDs: 14% 7% 9%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	February 2023 May 2023 Student learning outcomes 9th Grade: +3% +4% 10th Grade: +3% +4% Teacher Practice outcomes By February of 2023, 80% of our teachers will participate in common planning sessions ensuring collaboration in data analysis and sharing best practices to meet students' instructional needs. By May of 2023, 100% of our teachers will participate in common planning sessions ensuring collaboration in data analysis and sharing best practices to meet students' instructional needs.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Lakes we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis Classroom walks Student Attendance Data Chats with teachers, students, and parents Formal Observations Monitoring of SEL needs through the SBT/BHP process The monitoring will be supported by key members of the leadership team: Assistant Principal Single School Culture Coordinator
Person responsible for monitoring outcome:	Michael Huggins (michael.huggins@palmbeachschools.org)
Evidence-based Strategy: **Describe the**	1. Focused tutorials for low 25% (SWD, ELL & AMI) 2. Technology (Reading Plus, Khan Academy, IXL, Mathia) 3. Data Chats: Leadership to teachers, Teachers to students, Teachers/students

evidence-based strategy being implemented for this Area of Focus.	to parents 4. Pathway to Success - High school graduation and post graduate focus 5. Score at the Top
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Focused tutorials for low 25% (SWD) Tutorials will allow students to have additional remediation and support in addition to the regular school day. 2. Technology (Reading Plus, Khan Academy, IXL, Kami, Nearpod) Adaptive Technologies will assist in gauging students' progress in reaching mastery of identified standards. 3. Data Chats - Data chats help students monitor areas of improvement as well as areas of strength in order to make conscientious decisions towards future goals. 4. Pathway to Success - High school graduation and post-graduate focus - Ensures students have the opportunity to graduate in a timely fashion and look toward future careers. 5. Targeted tutorials for juniors & seniors to support earning a concordant score in Math & Reading.

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. Focused tutorials for low 25% (SWD)
a. Students will take the District created Diagnostics to demonstrate strengths & areas of need.
b. Use data to target students that will benefit from tutorials.
c. Develop a tutorial schedule for after & during school hours
d. Use data to choose content area experts to provide instruction

Person Responsible   Misty Russo (misty.russo@palmbeachschools.org)

2. Technology (Mathia Khan Academy, Kami, Kahootz, Quizlets, Padlet, and Near Pod
a. Use student data to develop classes for remediation in Math
b. Teachers develop a rotational schedule to ensure all students have equitable access to technology during small group instruction. Specifically focusing on our ESSA categorized subgroups; SWDs.

Person Responsible   Michael Huggins (michael.huggins@palmbeachschools.org)

3. Data Chats: Leadership to teachers, Teachers to students, Teachers/students to parents
a. Create data sheet
b. Pull student data to determine areas of weakness and strengths
c. Counselors develop schedules for data conversations with students
d. Teachers and administration participate in data chats during PLCs.
e. Teacher to parents and student data chats occur as requested by teacher or by parent.

Person Responsible   Taneeshah Fauntleroy (taneeshah.fauntleroy@palmbeachschools.org)

4. Pathway to Success - High school graduation and post graduate focus
a. Credit recovery - Counselors participate in transcript audits to determine student credits towards graduation
b. Acceleration - Counselors review student test scores and AP Potential Reports to determine student enrollment in Acceleration classes
c. JROTC - Students apply for acceptance into the program. The program supports students in learning life skills of responsibility and discipline and prepares them for a future career in the military.
d. Capturing Kids Hearts - School wide program to ensure all students are welcomed to learn in a positive environment.

Person Responsible   Wanda Thomas (wanda.thomas.2@palmbeachschools.org)

5. After School and Daytime tutorial
a. Use data to target juniors & seniors that will benefit from tutorials.

b. Develop a tutorial schedule for after & during school hours.

c. Tutors are provided by the company

Person Responsible   Taneeshah Fauntleroy (taneeshah.fauntleroy@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.

Our teachers were trained in "Capturing Kids Hearts" providing the teachers with strategies to "win their hearts and lead them to their personal best" (Flip Flippen). This program has afforded our teachers the opportunity to recognize the need for social/emotional development of all our students and build relationships. It has allowed our teachers & students to develop contracts of respectful behaviors and expectations towards each other to support academic progress.

Palm Beach Lakes offers the AVID's mission is to close the achievement gap by preparing all students to succeed in education and global society. We offer AVID 5 periods a day. AVID provides a strategic, structured environment for students who are, First Generation college or students who may not have access to Post Secondary Education without the support of AVID. At Lakes we strive to ensure our students have multiple opportunities to visit Universities to instill the passion and desire to attend and further their education. We also have many Take Stock In Children students on campus. Those students have Mentors that are teachers or staff here at Palm Beach Lakes High School. The mentors have been trained by The Take Stock staff. Having the mentors on staff has proven to be beneficial to the students and there is more of a one on one constant connection for the students.

We continuously develop student school spirit and pride through various clubs; Chess Club, Caribbean Club, National Honor Society, First Priority, Key Club, Women of Tomorrow, and many more

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

*Suits for Seniors: an 8 week program supporting seniors to understand entrepreneurship and how to properly present yourself as an active member of society. Role model speakers are invited to lead student discussions and seminars.

*Women of Tomorrow: Exceptional Female Leaders of the community support by mentoring and providing advice and hands-on life experiences.

**Take Stock and Trio along with Palm Beach State supports are students. They are on campus frequently.

*West Palm Beach & Palm Beach County Fire Rescue: supports our Choice program to volunteer and support student hands on learning.

**Chase Bank granted our school money to support the Fire Academy Choice Program. The money was utilized to purchase materials, resources, and our very own Firetruck.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to

develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or 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 for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.