

The School District of Palm Beach County

Atlantic High School



2023-24

Schoolwide Improvement Plan (SIP)

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Atlantic High School

2455 W ATLANTIC AVE, Delray Beach, FL 33445

<https://ahs.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Atlantic Community High School's purpose is to serve the educational needs of the community and its students. Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership and service to others.

Provide the school's vision statement.

Atlantic Community High School is:

a school that is a safe, secure, and orderly place that provides a positive and comfortable learning and working environment for all:

- a school that stresses academic achievement as well as involvement in extra-curricular activities.
- a school that prepares all students to function cooperatively and productively in the global community.
- a school that functions effectively and cooperatively with parents, businesses and community members.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Edwards, Sandra	Principal	<p>The principal will monitor and work with all staff to ensure implementation with MTSS and SIP Support. The principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to ensure the understanding of new BEST standards and the vision of the academic success of the school aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, and student learning. The principal addresses problems in instruction and student learning.</p>
Allen, Deanna	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses data appropriately to diagnose and assess students needs and guides teachers in tailoring their instruction to meet the individual needs of the students. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and the development of the school-wide culture.</p>
Williams, Chelsea	Assistant Principal	<p>As assistant principal, Ms. Williams supports professional learning and collaboration among teachers, resource staff, and resource staff. She ensures that any barrier is eliminated through her daily decision making that interferes with the student learning and academic success of each student. She supports the principal in building a culture of trust and respect. She monitors the implementation of Title 1 compliance along with the implementation of cultural competence, equity, and access with regards to instructional practices at the school. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Rodriguez, Susan	Teacher, ESE	<p>As the ESE contact, Mrs. Rodriguez manages the caseload of ESE students and assists teachers and staff in coordinating ESE services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance and compliance with students' needs. She collaborates with teachers and staff to provide research-based strategies and provide accommodations to best meet the goals as defined in the IEP. She provides families with required information regarding IDEA Procedural safeguards. She establishes working relationships by consulting with students, parents, teachers, counselors, agencies, and other necessary providers.</p>
Mose, Tammy	Other	<p>Mrs. Mose-Cooper monitors the execution of the SIP plan with students and teachers. She is on the professional development committee so she ensures that her team plans necessary PD that is needed for academic success of</p>

Name	Position Title	Job Duties and Responsibilities
		students. She uses her skills in ELA and Math to assist teachers in data analysis, testing, and Professional Learning Communiites.
Maxwell, Tricia	ELL Compliance Specialist	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL teachers in implementing school based ESOL services. She collaborates with community agencies to assist families to access available resources. She monitors and conducts LEP student assessment and placement of students. She is meticulous about her ESOL record keeping including LEP plans, school data, collection, analysis, and reporting systems to assess student progress.
Smith, Marquite	Instructional Coach	The Math Coach assists with the coordination and implementation of the District approved Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. She provides school-based professional development to staff that is aligned to teh needs of the students based upon student assessment data. She assists administration and the classroom teachers in the interpretation of student assessment data. She participates in Professional Learning Communities (PLC's). She provides support to classroom teachers to ensure SIP goals are met for Math.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council is presented the SIP plan that was developed by the Leadership team every August. This SAC meeting includes teachers, school staff, parents, and students, and the meeting is announced on the school website, sent out on a parent link, and emailed out to all stakeholders. This meeting is blended where the stakeholders that can't physically be there can join virtually so they can provide their input for any revisions or ideas to add to our SIP plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored through the leadership meetings, during PLC's, Title 1 chats, and department meetings. The data from PM state testing, USA's, FSQ's, classroom assessments, and other technology based programs will be regularly monitored by administration and teachers. This information will be shared with students during data chats to maximize student achievement. The SIP plan will be revised as needed when new student or teacher needs arise.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	52	50	54	55	51	53		
ELA Learning Gains				55			49		
ELA Lowest 25th Percentile				47			33		
Math Achievement*	26	38	38	36	42	38	28		
Math Learning Gains				57			21		
Math Lowest 25th Percentile				55			24		
Science Achievement*	59	68	64	52	43	40	56		
Social Studies Achievement*	59	67	66	65	53	48	55		
Middle School Acceleration					46	44			
Graduation Rate	89	90	89	95	65	61	97		
College and Career Acceleration	61	71	65	59	69	67	58		
ELP Progress	52	40	45	47			38		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	89

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	622
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	95

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	4	1
ELL	35	Yes	1	
AMI				
ASN	90			
BLK	50			
HSP	62			
MUL	74			
PAC				
WHT	79			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	3	
ELL	42			
AMI				
ASN	86			
BLK	50			
HSP	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	81			
PAC				
WHT	79			
FRL	53			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			26			59	59		89	61	52
SWD	21			11			28	19		17	7	43
ELL	17			15			32	27		33	7	52
AMI												
ASN	83			71			95	100		93	6	
BLK	39			19			48	47		51	7	55
HSP	55			40			72	67		71	7	41
MUL	78			46				75		71	5	
PAC												
WHT	77			57			86	87		80	6	
FRL	42			22			53	52		55	7	56

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	54	55	47	36	57	55	52	65		95	59	47
SWD	19	47	47	14	41	39	20	17		93	20	
ELL	27	50	50	20	50	55	25	19		89	26	47
AMI												
ASN	93	71		76	53		100	97		100	94	

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	40	49	44	25	53	54	40	52		95	46	48
HSP	62	61	71	48	64	50	57	68		90	68	43
MUL	74	59		70			75	100		100	89	
PAC												
WHT	87	66		66	68		80	91		95	79	
FRL	46	52	47	30	55	57	45	57		94	51	47

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	49	33	28	21	24	56	55		97	58	38
SWD	10	26	23	12	23	17	21	24		95	25	
ELL	16	32	26	12	17	22	19	30		92	24	38
AMI												
ASN	90	68					86	96		100	100	
BLK	43	44	33	19	17	21	44	45		96	45	34
HSP	52	48	26	37	29	31	59	54		94	63	50
MUL	81	71					82	64		100	90	
PAC												
WHT	81	59		64	29		90	93		99	90	
FRL	44	44	33	19	19	25	49	48		96	46	37

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	50%	50%	0%	50%	0%
09	2023 - Spring	42%	48%	-6%	48%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	48%	-27%	50%	-29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	50%	-21%	48%	-19%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	63%	-10%	63%	-10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	62%	-8%	63%	-9%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math is the data component that showed the lowest-specifically Algebra and Geometry. In Algebra and Geometry, our school scored significantly less compared to the district and state. For Algebra 1 Spring EOC, our school had 62% of the students scored in Level 1 and 16% in Level 2 with a proficiency score of 21% which was lower than last year's proficiency of 23%. For Geometry Spring EOC, our school performed lower compared to the state and district. 56% of the students performed in Level 1, 19% in Level 2 with a proficiency score of 29% which is significantly less than last year's proficiency of 44%. The contributing factors are the new BEST standards, students lacking foundational skills from middle school and COVID, and first year without Liberal Arts Math or any course prior to entering Algebra. Our school was not able to do any type of pull outs for math due to lack of personnel, and some of Math teachers were teaching 6 periods. Lastly, we had low teacher participation in Math PLCs and PDs.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline is Geometry which dropped from 44% proficiency to 29% proficiency. We lost two teachers in Geometry and classes had to be collapsed and teachers that are not fluent in Geometry had

to take a 6th-period supplement. Additionally, the change to the BEST Standards was a learning curve for all math teachers. Furthermore, Geometry teachers did not attend PLCs and PDs. The teachers with 6th-period supplements no longer had common planning times.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state is Geometry and Algebra. Our school was at 29% proficiency while the state was 48% for Geometry while for Algebra the state had 50% proficiency and 21% for our school.. The factors that contributed to this gap is lack of foundational skills in Algebra which makes it difficult in Geometry. Students coming to us are weak in algebraic thinking and many other skills needed for success in Algebra and other higher level math classes. Students seemed to struggle with the transition to the new BEST standards for both Algebra and Geometry. All of the subgroups, are in need of intensive support in the area of mathematics.

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

After analyzing all of the data, our school did not show a significant improvement in any areas. However, 10th grade ELA, showed the most improvement even with the change in standards. All ELA teachers attended bi-weekly PLCs, monitoring closely the data from PM 1 and 2, admin/teacher data-chats.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The Algebra EOC and the Geometry EOC demonstrate the greatest need for improvement. Algebra had a 21% rate of proficiency with students scoring a Level 3 or above, while Geometry had 29% of the students assessed performing at a Level 3 or higher. When looking at the number of students who are failing these courses of Algebra or Geometry, it appears that students lack the foundational skills which is contributing to these course failures. Geometry had a decrease of 15 percentage points and student performance is still not where it needs to be as there was a decrease in proficiency in Algebra 1 as well.

This index for SWD respectively at 36% is based on the student's performance on the FSA, EOC, ACCESS assessments, graduation rates, and acceleration rates for the site. According to these performance indicators, the SWD subgroup have been identified as Targeted Support and Intervention (TSI) for ESSA reporting in FY23.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Algebra, Geometry, and SWD

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus will be Teacher Retention and Recruitment. Over the past 3 years we have had an issue of recruiting and retaining teachers due to early retirement, resignations, and leave of absences. As a result, we plan on being intentional about retaining our current teachers. For example, our school used a google form for teachers to give input on their desired courses and grade levels. Our school also implemented curriculum where teachers and students are placed based on data. Teachers with tested subjects were also given common planning times to collaborate and share ideas.

Measurable Outcome:

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

By May of 2024, the goal is to retain 95% of our current staff.

Monitoring:

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

The desired outcome will be monitored through admin walk throughs, data chats, and coaching. There will also be more opportunities to collaborate due to classroom cohorts. Teachers that teach the same subjects will be in the same hallway to provide additional peer support.

Person responsible for monitoring outcome:

Deanna Allen (deanna.allen@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. School-wide discipline plan
2. Data-based curriculum-Required Instruction 1003.42 and Policy 2.09:
3. SWPBS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. SWPBS-Supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. SWPBS also includes teacher incentives, such as Teacher of the Month.
2. Data-Based Curriculum- Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.
3. School-Wide Discipline Plan-Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- a. Grade-level assemblies are conducted to review expectations
- b. Teachers reinforce expected behaviors in and out of the class through positive rewards
- c. Ongoing student recognition.

Person Responsible: Deanna Allen (deanna.allen@palmbeachschools.org)

By When: By September 29th our first SWPB reward begins and will be conducted monthly thereafter.

Policy 2.09 and Required Instruction Florida State Statute 1003.42 (Must ADD this verbiage)

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Deanna Allen (deanna.allen@palmbeachschools.org)

By When: By August 10th all students will be enrolled in required courses.

1. Provide teachers with professional development to understand SWPBS
2. Ensure all expectations are clearly explained and understood
3. Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching
4. Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms
5. Monitor executions and implementation with fidelity.

Person Responsible: Deanna Allen (deanna.allen@palmbeachschools.org)

By When: By August 16th and monthly thereafter

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our lowest performance was in Algebra and Geometry across the board especially our SWD students. In Algebra, 91% of the SWD students performed in Levels 1 and 2. In Geometry, 94% of the SWD students performed in Levels 1 and 2.

The contributing factors to this student achievement is the lack of foundational skills in math in both courses, retirement of a Geometry teacher, attendance issues of these SWD students, teachers not attending PLC's once we hired a Single School Culture Coordinator, and the introduction of the new BEST standards. Teachers were not as familiar to the standards as necessary, and this assessment was new to all of the teachers.

2. When looking at the scores on the SY23 FAST data for the ESE sub group there was a decline compared to the SY23 Winter Diagnostic. The largest drop was from the Algebra Semester exam where SWD students had a 27% proficiency on the Midterm but dropped to 9% proficiency on the Spring Algebra EOC. On the Geometry semester exam 32% of the SWD students were proficient; however on the Spring Geometry EOC only 6% of the SWD students were proficient.

Our ELL students also showed the same trend from the Midterm to the Spring EOC dropping from 23% proficiency to 4% proficiency in Algebra and a drop from 28% to 8% proficiency on the Spring Geometry EOC.

We feel the decline in our SWDs is a trend and we need to focus additional support for our SWDs. We also need to ensure we continue to support our ELLs with strategic interventions.

Measurable Outcome:

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

By May 2024, our SWD students will increase proficiency in both Algebra and Geometry by 10 percentage points.

Monitoring:

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

The Area of Focus will be monitored by FSQ's, USA's, Diagnostics, IXL, Algebra & Math Nation, Khan Academy and ACHIEVE 3000. PLC's will be conducted biweekly in order to analyze data to improve student achievement. The LTF will be doing push-ins into Algebra and Geometry classrooms in order to work with targeted students.

Person responsible for monitoring outcome:

Marc Dixon (marc.dixon@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Data folders (digital paper) for all students including SWD students.
2. Provide yearlong support all students including SWD identified in the lowest

25% by our intervention specialist along with all classroom teachers.

3. Standard-based lessons will be developed during the PLC's.

Departments will develop

standards-based bellringers to be utilized with students.

4. Math, ELA, Reading, Biology, and US History teachers will collaborate through PLC's.

5. In-school/after school tutorials to support closing the achievement gaps.

6. FSQ/USA assessments will be administered and monitored for student progress routinely.

7. Adaptive Technology in ELA, Math, Biology classroom will be utilized to assist students along with ACHIEVE 3000 for ELL students.

8. Utilize AVID strategies to provide rigorous, engaging instruction to students. All content

area teachers will use vocabulary academic strategies to increase language acquisition for all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Students will have data portfolios (digital or paper) to help monitor their own progress.

2. Support personnel will push into classrooms to support students based upon data and teacher recommendations.

3. Standard-based bell ringers will be used to offer additional practice on tested standards. Standard-based lessons will be used daily to meet the needs of our diverse learners.

4. Teachers will meet bimonthly with Mrs. Allen/Ms. Smith, SSCC/LTF, and department specific administrator to utilize PLC's to focus on data analysis and research-based practices to increase student achievement.

5. Based upon the results of FSQ, USA assessments, tutorial groups will be used during the day and/or after school to receive additional support.

6. To assist, reteach, enrich, and assess students.

7. Teachers will use IXL, Algebra Nation, and ACHIEVE 3000 (ELL students).

8. AVID strategies will provide best practices and improve language academic skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ensure teachers are utilizing the data portfolios in each classroom. Each teacher will analyze data from classroom and other sources and put in these data folders which can be virtual or paper. The teachers will

utilize data chats with their students on a routine basis (at least every month) in which the administration will monitor that this process is happening.

Person Responsible: Marc Dixon (marc.dixon@palmbeachschools.org)

By When: By end of September, 2023 and monthly thereafter

Support personnel and those assigned to supporting our students will review and analyze data based upon classroom performance, assessment data, and other data points. The support personnel will push into classrooms to support these students based upon data and teacher recommendations. The administration will match the teachers to the students and will be monitored by walkthroughs by the administration.

Person Responsible: Sandra Edwards (sandra.edwards@palmbeachschools.org)

By When: Weekly by the administration

During the PLC's with the Learning Team Facilitator, teachers will create standard-based bellringers that will be utilized to offer additional practice on tested standards. All teachers will create standard-based lessons daily to ensure that they are meeting the needs of the diverse learners in their classes. Learning Team Facilitator is providing opportunities for teachers to share best practices and assists teachers with analyzing data for all of their classes to increase student achievement.

Person Responsible: Marquite Smith (marquite.smith@palmbeachschools.org)

By When: Biweekly at LTF meetings

Ensuring the attendance of teachers to appropriate meetings (PLC, Department, faculty, etc) by the administration where professional development opportunities will be offered both virtually and/or face-to-face to ensure teachers have the necessary tools to be successful in both virtual learning and in the classroom. Teachers will be able to share best practices during these meeting times.

Person Responsible: Chelsea Williams (chelsea.l.williams@palmbeachschools.org)

By When: Monthly

Tutorials are ongoing and targeted students are chosen by data specific to the content. Progress Monitoring, FSQ, USA, PBPA, and other data points from adaptive technology will be utilized to identify the appropriate subgroups to target either virtually or face-to-face to ensure student achievement. Tutorials will begin determined by administration and will be ongoing throughout that specified time period. Teachers will be chosen based upon their availability to assist with these targeted tutorials.

Person Responsible: Marquite Smith (marquite.smith@palmbeachschools.org)

By When: September, 2023

FSQ/USA assessments along with state mandated progress monitoring will be administered and monitored for student progress routinely. Each tested subject area will be required to administer these district assessments according to the scope and sequence set by the district in Blender. The administration and leadership team will monitor that they are being completed and will analyze the results in their weekly meetings as they are completed.

Person Responsible: Marquite Smith (marquite.smith@palmbeachschools.org)

By When: Biweekly

Monitoring the fidelity of technology programs among ELA, Reading, Math, & Biology classrooms will assist students in learning the necessary standards tested on their state assessment. ELA and Reading will use IXL and Reading Plus, Math will use IXL, Biology will use Study Island. Administration will monitor the fidelity of the usage of these programs on a biweekly basis.

Person Responsible: Chelsea Williams (chelsea.l.williams@palmbeachschools.org)

By When: Monthly

AVID strategies will provide best practices and improve language academic skills. The AVID Site Team along with the AVID elective teacher will share AVID strategies with teachers to assist them in using interactive and engaging strategies to help improve reading comprehension and language academic skills especially among our targeted ELL and SWD subgroups. Administration will monitor the use of AVID strategies by observation in walkthroughs or in their lesson plan books when they are collected routinely by them.

Person Responsible: Robert Slydell (robert.slydell@palmbeachschools.org)

By When: Monthly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

Resource teachers (ESOL and ESE) support during small group instruction.

Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.

Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.

Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA