

The School District of Palm Beach County

Boca Raton Community High School



2023-24

Schoolwide Improvement Plan (SIP)

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Boca Raton Community High School

1501 NW 15TH CT, Boca Raton, FL 33486

<https://brhs.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.

The Boca Raton Community High School mission is to develop knowledge, skills, and character that will empower our students for responsible citizenship, higher education success, and productive employment. The school community will encourage students to reach their full potential by rewarding achievement, discipline, honor, leadership, respect, and service in all aspects of life.

Provide the school's vision statement.

The entire Boca Raton High School community will unite in providing students with opportunities to achieve excellence in all academic, extracurricular, and athletic areas. Throughout this process, diversity, ingenuity, teamwork, effort, growth, and success will be celebrated.

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
Drautz, Marc	Dean	<ol style="list-style-type: none"> 1. CPR Training for 9th and 11th grade (1st semester) 2. Golf cart maintenance 3. Hurricane Prep Team 4. ISS/After school detention 5. Lockers 6. Maintenance and Facility Management 7. Student Concerns for last names Starting with S and W
Lent, Stephanie	Assistant Principal	<ol style="list-style-type: none"> 1. Advanced Placement Programs/AP Capstone Program (w/Michaels) 2. Beginning Teachers Educator Support Program for Teachers New to the Profession (Bustamante) 3. Bells (Drautz) 4. Campus Supervision and all required evening supervision events 5. Departments: College and Career, Coordinators, New Teachers, Science 6. Student Concerns for Last Names starting with A and R 7. Student Teachers (Bustamante) 8. Fall and Spring Open House/Curriculum Night (Welter for Fall)
Lubin, Elsa	Assistant Principal	<ol style="list-style-type: none"> 1. Campus Supervision and all required evening supervision events 2. Clubs 3. Departments: CTE, ESE, PE, SLPs 4. Edgenuity and After School Edgenuity program 5. Medical calls (Primary w/Lent) 6. Student Concerns for last names Starting with D, N, and P 7. Textbooks/Student Obligations 8. Transportation (w/Spencer in AM and Drautz in PM)
Michaels, John	Assistant Principal	<ol style="list-style-type: none"> 1. AP Capstone Program/Advanced Placement Program (w/Lent) 2. Athletics (w/Grillo) 3. Campus Supervision and all required evening supervision events 4. Crisis Response Team Leader 5. Departments: AP Capstone, Math 6. Leadership class Administrator Contact/Senior Events 7. Master Calendar/Room Usage Request -- After School Events and Activities Scheduling 8. Student Concerns for Last Names starting with A (until Lent Returns), B, K, Q, and X 9. Supervision assignments – day and all athletics/after school events (w/Community school AP) 10. Threat Assessment Team Leader 11. Website Coordinator
Sloan, Kala	Dean	<ol style="list-style-type: none"> 1. Blood Drive 2. Campus Supervision and all required evening supervision events 3. Community Service 4. EOC/FAST Testing (Primary)

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 5. School-based Team Liaison 6. Social Media 7. Student Concerns for Last Names Starting with C, E, I, J, and Y 8. Volunteer Coordinator 9. Threat Assessment Team Member
Wasserman, Evan	Assistant Principal	<ol style="list-style-type: none"> 1. Campus Supervision and all required evening supervision events 2. Departments: Arts, Guidance, ROTC, World Language 3. Dual Enrollment 4. Graduation: Ceremony, Diplomas, Program and Rehearsal 5. Keys 6. Medical calls (Primary) 7. Parking passes 8. Safety Committee (Fire Drills, Lockdown Drills, and Tornado Drills) 9. School Tours 10. Student Concerns for Last Names starting with G, O, T, U, and Z 11. Student Conductor
Welter, Tom	Assistant Principal	<ol style="list-style-type: none"> 1. Campus Supervision and all required evening supervision events 2. Departments: English, Reading 3. EOC/FAST Testing (w/Sloan) 4. Pep Rallies/Any event tickets 5. Radios 6. SIP 7. Student Concerns for Students with starting with M, and V, Ro to Ry (until Lent returns) 8. Teacher Recognition 9. Threat Assessment Team Member
Anderson, Cristina	School Counselor	<ol style="list-style-type: none"> 1. Attendance Program/ Harvard University Proving Ground 2. Foster Care Campus Coordinator 3. FSAA Co-Coordinator w/Ms. Smith-Gondek 4. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 5. School Based Team member 6. Student Concerns for Last Names starting with A, E, G, O, T and U 7. Teen parent contact
Carlo, Kimberly	School Counselor	<ol style="list-style-type: none"> 1. FSAA Co-Coordinator w/Ms. Smith-Gondek 2. Guidance Department Head (Liaison w/Administration) 3. Hospital Homebound 4. PMP 5. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 6. School Based Team/RTI referrals Leader 7. Suite 360 (2nd semester) 8. Student Concerns for Last Names starting with H, I, M, and Z

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Kevin	School Counselor	<ol style="list-style-type: none"> 1. FSAA Co-Coordinator w/Ms. Smith-Gondek 2. Privilege period permission forms 3. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 4. School Based Team member 5. Student Concerns for Last Names starting with B, K, Q, V and X 6. Threat Assessment Team Member
Silversmith, Sarah	School Counselor	<ol style="list-style-type: none"> 1. FSAA Co-Coordinator w/Ms. Smith-Gondek 2. McKinney Vento Campus Contact 3. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 4. School Based Team member 5. Student Concerns for Last Names starting with C, D and J 6. TLE's
Smith, Sheri	School Counselor	<ol style="list-style-type: none"> 1. Caregiving Youth 2. DCF/DJJ Transition Point of Contact 3. FSAA Co-Coordinator w/Ms. Smith-Gondek 4. Identification cards 5. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 6. School Based Team member 7. Student Concerns for Last Names starting with F, L, P, W and Y 8. Take Stock in Children
Reagan, Kristin	School Counselor	<ol style="list-style-type: none"> 1. Character Counts 2. FSAA Co-Coordinator w/Ms. Smith-Gondek 3. Mental Health Awareness 4. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 5. School Based Team member 6. School Wide Positive Behavior Support 7. Student Concerns for Last Names starting with N, R, and S 8. Wellness Designee
Garofalo, Tina	Graduation Coach	<ol style="list-style-type: none"> 1. College Applications/Recommendations (Common App) 2. Classroom Presentations 3. College essays 4. Interview Preparation 5. University Appeals 6. VAL/SAL speeches
Marcus, Lisa	Graduation Coach	<ol style="list-style-type: none"> 1. Classroom Presentations 2. College Visits/Fieldtrip 3. Coordinate College Signing Day

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 4. Graduation Caps and Gowns for Students and Faculty 5. Google Classroom for College and Career 6. Scholarship Bulletin 7. Student Concerns for Last Names starting with A-K <ol style="list-style-type: none"> a. College Application b. Bright Futures Scholarship c. Common App Recommendation
Theus, Alicia	Behavior Specialist	<ol style="list-style-type: none"> 1. Behavioral/Mental Health Interventions 2. School Based Team member 3. Assist Guidance Counselors as needed
Grillo, Michael	Other	<ol style="list-style-type: none"> 1. AED Coordinator 2. Athletics 3. Campus Supervision and all required evening supervision events 4. Title IX Coordinator
Colletti, Beverly	Other	<ol style="list-style-type: none"> 1. AICE Testing 2. PSAT/SAT/ACT

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.

Our school leadership team, teachers, school staff, parents and students have reviewed data and have agreed through the SAC on our focus for school improvement.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District’s multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in

conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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))

Ongoing monitoring will take place throughout the course of the school year to ensure SIP interventions are being implemented with fidelity. The SIP will be reviewed 3 times throughout the year to reflect and assess progress in alignment with the SIP Goals. Using data from PM testing, USA's and common assessment data, the SIP may be revised as needed to ensure continuous improvement.

Strategic visioning and planning

- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

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	No
2022-23 Minority Rate	50%
2022-23 Economically Disadvantaged (FRL) Rate	52%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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: A 2019-20: A 2018-19: A

	2017-18: A
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*	61	52	50	61	55	51	63		
ELA Learning Gains				50			55		
ELA Lowest 25th Percentile				36			49		
Math Achievement*	58	38	38	49	42	38	51		
Math Learning Gains				48			27		
Math Lowest 25th Percentile				46			26		
Science Achievement*	78	68	64	78	43	40	79		
Social Studies Achievement*	73	67	66	71	53	48	75		
Middle School Acceleration					46	44			
Graduation Rate	96	90	89	99	65	61	98		
College and Career Acceleration	80	71	65	81	69	67	81		
ELP Progress	51	40	45	60			67		

** 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)	N/A
OVERALL Federal Index – All Students	71

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	679
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	99

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	52			
ELL	56			
AMI				
ASN	83			
BLK	56			
HSP	68			
MUL	76			
PAC				
WHT	76			
FRL	64			

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	44			
ELL	56			
AMI				
ASN	71			
BLK	49			
HSP	59			
MUL	63			
PAC				
WHT	65			
FRL	57			

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	61			58			78	73		96	80	51
SWD	31			34			55	55		47	6	
ELL	30			51			64	49		51	7	51
AMI												
ASN	57			75			88	91		85	6	
BLK	36			37			55	58		60	6	
HSP	59			53			77	67		77	7	50
MUL	56			63			77	80		82	6	
PAC												
WHT	67			66			82	78		84	7	54
FRL	49			48			71	60		73	7	51

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	61	50	36	49	48	46	78	71		99	81	60
SWD	29	33	23	28	43	45	50	45		98	48	
ELL	42	53	45	46	58	58	67	42		99	50	60
AMI												
ASN	72	54		55	47		75	88		100	78	
BLK	44	51	40	24	40	40	65	42		100	61	31
HSP	56	43	29	46	46	50	74	65		98	79	63
MUL	53	52	30	55	44		64	79		100	92	
PAC												
WHT	67	53	42	57	51	42	83	79		99	85	62
FRL	50	44	36	40	48	48	70	58		98	73	57

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	63	55	49	51	27	26	79	75		98	81	67
SWD	26	41	37	38	40	32	53	49		92	41	
ELL	36	54	56	37	29	25	52	57		97	59	67
AMI												
ASN	78	48		62	24		100	95		100	85	
BLK	41	45	40	25	21	21	55	56		100	60	47
HSP	59	55	49	45	24	25	72	71		97	80	68
MUL	56	42		44	36		67	82		95	73	
PAC												
WHT	70	59	56	60	30	29	85	78		98	85	78
FRL	54	52	48	43	25	31	71	71		96	68	64

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	57%	50%	7%	50%	7%
09	2023 - Spring	60%	48%	12%	48%	12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	48%	6%	50%	4%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	50%	14%	48%	16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	63%	13%	63%	13%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	62%	8%	63%	7%

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.

Numerically, Algebra 1 has the lowest performance at 56%. However, they have continued to move in the right direction, most recently increasing by 6.1%

Our 10th grade ELA exhibits the 2nd lowest performance at 57% on PM3 which has also been on a steady decline. One of the greatest contributing factors this year was the having teachers in the appropriate places to help our students succeed. Our Black males 29%, ELL 21%, and our SWD 28.9%

exhibit significantly lower scores than the school averages. These relative scores are consistent through 9th and 10th grade as subgroups displaying the greatest area of opportunity.

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

10th grade ELA decreased by 2.3% Several factors have likely contributed to this decline including master scheduling and placing students with teachers that will empower them to have the greatest success. Additionally, a lack of consistency between PLC teams left teachers on islands where they could not benefit from collaboration.

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.

Geometry is 16% above the state average. Geometry teachers worked as PLCs and collaborated on a regular bases. They incorporated math nation resources and realized significant gains.

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

Geometry improved by 16.5%. Geometry teachers worked as PLCs and collaborated on a regular basis. They incorporated math nation resources and realized significant gains.

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

The greatest EWS potential area of concern is is our Level 1 on State Wide ELA assessment. In grades 9 and 10, we have 111 and 128 level 1 students which is 17.4% and 17.6% respectively. Therefore, this data exhibits the greatest area of concern as these students have to improve by 2 levels or else our ceiling begins at an 83% pass rate.

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

Improve 10th grade ELA by a minimum of 5%
Improve 9th grade ELA by a minimum of 5%
Improve Algebra 1 by a minimum of 5%
Improve Geometry by a minimum of 5%

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

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA

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 focus in ELA will be on our PLC practice which begins with positive culture and environment. Our PLCs have been modified to be inclusive of all grade level teachers to enhance a culture of collaboration.

Measurable Outcome:

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

10th grade ELA will increase by a minimum of 5% to a 62%

Monitoring:

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

Through USA's, PM testing, and common assessments, data will inform instructional practice. Administrator will also be involved in the PLC process to monitor and maintain the collaborative culture aligned with our goal.

Person responsible for monitoring outcome:

Tom Welter (tom.welter@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.)

Grade level teams were given common planning to meet biweekly as PLC's. PLC's will be data driven, focused on standard alignment and maintain a culture of collaboration.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our PLC's in the past have been fragmented (based on student level), contributing to some teachers being on an island, reduced collaboration, and misdirected focus. For example, students in 9th and 10th grade English may be taking AICE English versus regular English. In the past, those teachers would meet separately. With a modified PLC practice, we expect that this will drive collaboration and common focus.

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.

PLC practice has been modified to include all grade level teachers to influence collaboration and common focus.

Person Responsible: Tom Welter (tom.welter@palmbeachschools.org)

By When: While the PLCs have already been modified, this practice will be ongoing.