

The School District of Palm Beach County

Spanish River Community High School



2023-24

Schoolwide Improvement Plan (SIP)

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Spanish River Community High School

5100 JOG RD, Boca Raton, FL 33496

<https://srhs.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.

Spanish River High School's vision is to create a nationally known high school highly regarded for its academic excellence while helping all students prepare for and be accepted into post-secondary education or careers.

Provide the school's vision statement.

Spanish River High School strives to be a racially and culturally diverse community of students, parents and staff, dedicated to creating a supportive environment where all are treated with unconditional positive regard and acceptance. Within such an environment, each person will be empowered and inspired to reach his or her full academic, emotional, physical and spiritual potential.

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
Castellano, Allison	Principal	<p>As principal of Spanish River High School, Mrs. Castellano is the instructional leader of the school and manager of the building. She is the decision maker with master schedule, supervision, curriculum, and teacher evaluations. As principal, she also manages budget, contracts, and other building decisions. Additional responsibilities are listed below:</p> <ul style="list-style-type: none"> Teacher Evaluation Supervision School Improvement Disaggregate Data Develop school grade goals Supervise and Evaluate Administrators Classroom walkthroughs and feedback to teachers Campus facility improvements Master Schedule Teaching assignments
Allen, Kia	Assistant Principal	<p>The assistant principal provides support to our school counselors and mental health counselors. Dr. Allen oversees mental health referrals to ensure that students are being provided with real time supports on a timely basis.</p> <p>Departments: Science and Guidance</p> <ul style="list-style-type: none"> FTE Monitor Graduation Gatekeeper Health Immunization/Vision Screening Mentoring Program Coordinator Student Discipline A-D Student registration procedures Student support services blue coordinator Teacher Evaluations Tutorial Coordinator
Carril, Jennifer	Assistant Principal	<p>The assistant principal is the leader of the school based team (SBT). She reviews student discipline and academic data with the team and problem solves. As the PBIS administrator, she also reviews and analyzes school-wide and individual student data to create a positive school environment with the team. As the Professional Development coordinator, Mrs. Carril completes needs assessments to ensure effective and applicable PD is provided, including school improvement strategies.</p> <ul style="list-style-type: none"> District Accreditation Edgenuity Departments: Physical Education, Fine Arts, Exceptional Student Education PBIS Facilitator SIS/Gateway Attendance McKinney Vento Caregiving Liaison Professional Development Coordinator Summer School Programs

Name	Position Title	Job Duties and Responsibilities
		School Improvement Plan Student Discipline L-Q
Goron, Mara	Assistant Principal	<p>The assistant principal oversees the AICE program, which ensures that our students are provided with options of acceleration, equity and access to advanced coursework. Mrs. Goron also handles the new teacher program in which she provides our new teachers with mentorships, ongoing PD, and support to retain our teachers. She is also responsible for:</p> <p>AICE/College Board Coordinator Clubs Coordinator Community Service Departments: ELL, Social Studies, Reading, World Languages ESP Contact Field Trips /TLEs Graduation Ceremony Coordinator Grants Master calendar / MBO Student observation/teaching intern program Teacher evaluations Testing Co-Coordinator</p>
Sollod, Ira	Assistant Principal	<p>Mr. Sollod focuses on the master board to ensure students are provided with the best education and course selections. As the leader of the crisis response team, he monitors and updates the team on safety and security, including preparation for emergencies completing the required fire/tornado/other drills throughout the year.</p> <p>Principal's Designee Bell Schedule Crisis Response Team Leader Departments: CTE, Social Studies. Academy Emergency Drills FTE Master Board Transportation Coordinator Student Support Services Silver Coordinator Student Discipline R-Z Student lockers Supervision Teacher Evaluation</p>

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 Behavior Health Professional supports the behavioral and mental health of students and works along with our school counselors. We currently have one SBHP and one Co-located Therapist to provide additional supports, one located in each suite to accommodate our students and be readily available to our counselors and administration.

We are provided with a full time School Resource Officer who is on our campus every day for the safety and security of our students and staff. She is also supported by Boca Police Department and additional SROs, especially in the morning for drop off and after school. Our school has one single point of entry and a security monitor at the gate and single point. We utilize the "Raptor" system where everyone must be checked in prior to entering campus (non-students, etc). Fortify Florida App is on every school computer, and students are made aware of this tool at our beginning of the year assemblies.

We provide our parents and students with the necessary tools and strategies to be successful through our school counselors with AICE/AP workshops, ELL Coordinator and CLFs with parent and student nights as well as our ESE department.

Our teachers provide parents and students with a welcoming email/letter during preschool, and have ongoing contact/updates through their Google Classroom and progress reporting.

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))

Student assessments include Progress Monitoring (PMs) which occur three times a year for reading for 9th and 10th grade students. We also utilize USA (unit) assessments in Algebra, Geometry, Biology, US History, and English which are aligned to the End of Course exams (BEST for Algebra and Geometry). ELL students are given the WIDA to assess students' proficiency in the areas of speaking, listening, reading, and writing. Students in Intensive Reading are given Reading Plus benchmark assessments to determine their level and provide targeted instruction for improvement.

Monitoring will take place throughout the year. We monitor assessments through our subject area Professional Learning Communities in order to make instructional decisions such as differentiation, remediation, reteaching, and enrichment.

Administration provides ongoing support in our PLCs as well as analyzing data in our administration meetings, data chats with teachers and students, classroom walks, monitoring student attendance and performance, review of lesson plans, and informal and formal observations.

We utilize the School Improvement Plan's instructional priorities to set strategic goals and targeted monitoring, especially for for our lowest 25% and identified subgroups.

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 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	42%
Charter School	No
RAISE School	No
ESSA Identification	N/A

*updated as of 3/11/2024	
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*	70	52	50	77	55	51	75		
ELA Learning Gains				70			65		
ELA Lowest 25th Percentile				61			54		
Math Achievement*	73	38	38	76	42	38	64		
Math Learning Gains				67			34		
Math Lowest 25th Percentile				63			34		
Science Achievement*	87	68	64	81	43	40	78		
Social Studies Achievement*	85	67	66	85	53	48	82		
Middle School Acceleration					46	44			
Graduation Rate	100	90	89	100	65	61	100		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
College and Career Acceleration	74	71	65	80	69	67	76		
ELP Progress	60	40	45	56			60		

** 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	78
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	816
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	100

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	54			
ELL	68			
AMI				
ASN	87			
BLK	65			
HSP	77			
MUL	89			
PAC				
WHT	80			
FRL	73			

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	58			
ELL	65			
AMI				
ASN	84			
BLK	65			
HSP	71			
MUL	88			
PAC				
WHT	76			
FRL	70			

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	70			73			87	85		100	74	60
SWD	39			50			68	61		32	7	30
ELL	44			63			70	66		72	7	60
AMI												
ASN	72			90			78	84		100	6	
BLK	48			61			63	73		46	6	
HSP	67			69			86	82		71	7	61
MUL	76			87			95	89		88	6	
PAC												
WHT	74			76			90	88		77	7	53
FRL	59			67			81	79		65	7	59

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	77	70	61	76	67	63	81	85		100	80	56
SWD	50	52	47	53	66	54	52	63		100	47	
ELL	46	60	61	64	63	61	55	67		100	78	56
AMI												
ASN	76	76		89	58		94	86		100	95	
BLK	64	68	65	53	54	48	73	75		100	48	
HSP	71	65	52	73	69	66	76	80		100	79	55
MUL	88	75		96	77		85	100		100	82	
PAC												
WHT	81	72	65	80	68	66	83	87		100	85	50
FRL	67	66	55	74	68	65	72	76		99	69	59

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	75	65	54	64	34	34	78	82		100	76	60
SWD	41	52	45	33	29	18	50	46		100	45	
ELL	50	62	58	53	40	41	51	64		100	48	60

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
AMI												
ASN	86	72		83	43		86	100		100	86	
BLK	61	54	42	38	33	29	57	56		100	54	
HSP	71	61	54	63	40	41	67	78		100	71	58
MUL	81	79		73	50		100	83		100	67	
PAC												
WHT	78	67	54	67	30	30	84	85		100	81	
FRL	65	63	58	53	32	36	64	73		100	65	55

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	73%	50%	23%	50%	23%
09	2023 - Spring	67%	48%	19%	48%	19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	48%	30%	50%	28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	50%	25%	48%	27%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	63%	24%	63%	24%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	62%	22%	63%	21%

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.

Upon review of our school's ELA data, the following trends were discovered. In 2022, our 9th and 10th grade students performed at 74% achievement on the FSA ELA Diagnostics. In comparison, in 2023, our 9th and 10th grade students performed at 54.2% achievement on the first FAST Performance Matters (1) assessment, which is a -19.8% difference, a significant drop although these assessments are much different. In comparing our 2023 PM1 assessment with our PM2 assessment, overall our 9th and 10th grade students improved by 1.2% (9th grade dropped by 1%, and 10th grade increased by 2.87%). The 2023 PM3 overall (9th and 10th grade) results compared to our first administration of the PM1 did show a significant improvement (from 54.2% compared to 68.9%, a 14.7% increase in proficiency).

For the PM3 assessment in 2023, 66.7% of our 9th graders scored a level 3,4, or 5, compared to the 2022 FSA ELA assessment where they scored 78.8% proficient, a -12.1% difference. Along with that, 73% of our 10th grade students scored in the proficient range compared to the 2022 FSA ELA at 73% (no change). Our FAST PM3 assessment results for 9th and 10th grade combined showed that 69.81% met proficiency compared to our 2022 results on the FSA ELA which was 77% proficiency (a -7.19% drop).

Our subgroup data comparing our 2022 ELA FSA to our 2023 FAST (PM3) showed less significant drops in proficiency. Our ELL students scored 78.4% proficiency in 2023 compared to 80.8% in 2022 (a -2.4% difference). Our SWD students scored 40.3% proficiency in 2023 compared to 46.7% in 2022 (a -6.4% difference). Our Black subgroup scored 48.4% proficiency in 2023 compared to 51.2% in 2022 (a -1.7% difference). Our Hispanic subgroup scored 67% proficiency on both the 2023 FAST PM3 and the 2022 FSA ELA assessments (0 change).

Contributing factors to the drop in proficiency for our FAST PM assessments this year compared to our FSA ELA results in 2022 are for multiple reasons. The FAST requires students to analyze how rhetoric is used by an author to develop their theme and purpose. For FSA, it was not introduced until 9th grade. Students missed 3 years of learning about how rhetorical devices can be used by an author for literary purposes. Also, writing is no longer factored into their overall score, many students were able to do well and pass the FSA as a result of their writing.

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

The data component that showed the greatest decline from the prior year would be our PM1 diagnostic assessments in 2023 compared to our FSA ELA Diagnostics in 2022, specifically our subgroups. Our subgroups performed significantly lower in the area of ELA diagnostics. Our ELL students (LF) scored 80% proficiency in 2022, but underperformed in 2023 on PM1 at 44.7% (a -35.3% difference). Our SWD students scored 46.7% proficiency in 2022 compared to 29.9% in 2023 (a -16.8% difference). Our Black subgroup performed at 51% in 2022, compared to 34.4% proficient in 2023's PM1 diagnostic (a -16.6% decline). Our Hispanic subgroup performed at 67% proficiency in 2022, and performed at 52.6% proficiency on the 2023 PM1 diagnostic (-14.4% difference). The FAST PM assessments were new in 2022, which contributed to the fact that our teachers had limited knowledge of the vast differences between this assessment and the prior ELA assessments. Along with this assessment being new, the format and content were drastically different from what students were used to. Since this assessment is adaptive, it includes 11th and 12th grade ELA standards, where the FSA only focused on 9th and 10th grade standards. Also diction and syntax are two new literary concepts imbedded within the new standards measured on the FAST. These concepts were previously only taught in AP Language courses.

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.

When looking at the FAST Progress Monitoring data for administration #3, we see the following data.

ELA Achievement - School - Grade 9 - 66.7%; State - Grade 9 - 48%

ELA Achievement - School - Grade 10 - 73%; State - Grade 10 - 50%

Math Achievement - School - 75.41%; State - 56%

The data shows we have outperformed the state in ELA and Math achievement which indicates we are being successful. ELA achievement for ninth grade showed a 18.7 difference in proficiency, with tenth grade at a 23% difference. Math achievement showed a 19.41% difference compared to the state. Contributing factors to our success include targeted tutorials per grade level, including after school, lunch, and Saturdays. We also included incentives for students to attend which helped with participation and success of our students.

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

One data component that showed the most improvement at Spanish River was in Geometry. Our BEST Geometry pass rate for 2023 was 74.67%. Compared to our 2022 FSA Geometry scores, which were at 63.56%, showing a 11% improvement. Our subgroups also showed amazing improvements in Geometry, including our Black subgroup that showed a 19% increase from 37% proficiency in 2022 compared to 56% proficiency in 2023. Factors that contributed to this improvement include consistent PLC meetings, district support, and use of additional practice/remediation programs and tutorials. Our master schedule allowed for our Geometry teachers to have common planning periods, where they met weekly to review student work, results from district common assessments (USAs), and to make adjustments in their instruction. Teachers also utilized Math IXL as a tool to provide students with additional review and remediation opportunities. The district supported us by providing a math specialist who joined our PLCs to help with the planning and implementation of new strategies and lessons to increase student engagement and achievement.

Our students also showed much improvement in the area of Biology. Our proficiency on the 2023 Biology EOC was 87% compared to the 2022 Biology EOC which was at 79.6%, a 6.9% increase. This is also a major improvement compared to our past years' achievement scores. We scored 87.9% in 2017,

but showed a slow decline before this year. Factors that contributed to this improvement include data focused weekly PLC meetings, strong PLC leader support, teacher collaboration, and additional supports through online programs. Our Biology team meets weekly as their PLC leader takes the lead to gather each teacher's USA common assessments to analyze their data in each meeting. Teachers collaborate with each other and share out best practices and share their lesson plans and activities through a shared Google drive. Our teachers also provide students with Quizlet accounts to help with studying and reviewing concepts and vocabulary.

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

After reviewing our Early Warning data, the one potential concern comparing 2023 to previous years' data would be our number of students that were absent 10% or more days. Our total number for 2023 was 251 compared to 2022 at 196. Breaking down the data by grade level, we see a significant rise in absences for our 12th grade students (from 45 in 2022 to 82 in 2023). This concern had promoted us to reflect on our "attendance matters" campaigns for students and parents. COVID gave our students the reality of online learning from home, but as we transitioned back to full time school many students felt they could work from home and still be successful in school. Many of our teachers continued to use Google Classroom and online platforms which some students and parents felt were a way to "work from home" even though we were back in person and promoting coming to school each day.

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

ELA Achievement growth to ensure learning gains and progress for our sub groups. We will monitor students for progress through data analysis in our PLC groups, data chats, and ongoing targeted tutorials. Support our teachers through the addition of resources that focus on the new ELA assessment standards, continuing our PLC leaders cohort to ensure meetings are data driven and student focused. 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 the 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 Benchmark-aligned Instruction**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.

Based on our data analysis, for our ELA assessment (FAST), our students performed significantly below the previous year's results (ELA FSA). Although these are different assessments, we determined the need for additional supports and strategies, shifting our focus to include more standards' based instruction to include vocabulary instruction. This focus will include ensuring our teachers are aligning to the benchmarks when delivering the content, providing students with corrective feedback that is aligned to the benchmarks being taught, and review trends in student data (using progress monitoring tools, USAs, diagnostics, and student work samples, through our professional learning communities to identify learning needs in order to adjust our instruction.

Measurable Outcome:

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

By May 2024, 70% our ninth grade students will score a level 3,4, or 5 on their ELA Progress Monitoring 3 assessment (PM3). 75% of our 10th grade students will score a level 3,4, Or 5 on their ELA PM3 assessment.

Monitoring:

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

Administration will monitor our desired outcome through teacher data chats, professional learning communities (PLCs), classroom walkthroughs, and effectiveness of targeted tutorials. Students identified in need of additional supports may be referred to our school based team, school counselors, and/or mental health counselors.

Person responsible for monitoring outcome:

Allison Castellano (allison.castellano@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.)

Teachers will utilize a variety of interventions to support our area of focus. We implement Reading Plus for students enrolled in Intensive Reading (all level 1 and lower level 2 students). Our ELL students are provided with support and or sheltered classes and utilize Achieve 3000 for reading interventions. ELA teachers utilize No Red Ink and Newsela as additional standards' based supports. Through targeted small group tutorials, students are given specific activities to complete based on need.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing research based reading/writing/vocabulary interventions ensure that our teachers are provided with a variety of supports, along with the ability to be provided with real time data to adjust instruction for individual students. Targeted tutorials in small groups (during lunch and/or after school) also provide students with more intimate and specialized instruction outside of the classroom setting.

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.

1. Classroom walkthroughs: Through classroom walkthroughs, there are identified evidence of teachers providing task aligned to the intended learning of the benchmark, are asking questions to deepen students' understanding, are using explicit vocabulary, and are providing clear visual and or example to model application of intended learning. There is evidence of targeted small group instruction.
2. PLC meetings/Professional Development: Review of data and student work are also observed during PLC meetings to ensure teacher adjustment of instruction. Teachers are instructed on vocabulary and writing strategies aligned to ELA benchmarks. Teacher leader as coach to model and support teachers facilitating tutorials and new ELA teachers to our campus.
3. Targeted tutorials: ELA teachers will provide lunch and after school tutorials targeting students who scored a level 1 or 2 on the PM1 assessment as well as after the PM2 assessment.

Person Responsible: Ira Sollod (ira.sollod@palmbeachschools.org)

By When: March 15, 2024

#2. Positive Culture and Environment specifically relating to Other

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.

At Spanish River, we strive to create a culture and environment where our students and staff are provided with supports, skills, resources in order to improve job satisfaction, loyalty, and retention. Our area of focus is to ensure that our teachers are committed to effective practices and performance expectations centered on students. Our leadership team's Professional Growth Plan targeted element includes acknowledging success. Through our area of focus, leadership ensures celebrations are on our master calendar to include our community and school's diversity, survey our staff on how they like to be recognized, work closely with our PBIS team to ensure additional faculty appreciation events are planned (end of nine weeks, teachers/staff of the quarter, etc., and continue to recognize our students and staff on our morning announcements to ensure students are also involved. Our staff participates in weekly "shout outs" where they recognize their peers for doing great things, as well as participating in our "secret shark" to provide small tokens of appreciation.

Measurable Outcome:

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

By September 2023, all celebrations (ex: Hispanic Heritage, Black History, etc) are on our master calendar and shared with 100% of our teachers and staff.

By October 2023, 90% of our teachers and staff members complete a "how you like to be recognized" survey provided by administration, and results are reviewed by administration to ensure needs are being met.

By March 2024, 90% of our teachers and staff members complete a reflection on recognition activities throughout the school year.

Monitoring:

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

Teacher recognition activities will be reviewed for effectiveness on a regular basis. Participation in voting for employee of the quarter, weekly shark shout outs will be monitored and determine if adjustments are necessary.

Person responsible for monitoring outcome:

Jennifer Carril (jennifer.carril@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.)

PBIS team meets monthly to review student and teacher/staff incentives and recognition strategies, monitoring the effectiveness of our supports and adjusting as needed. Team ensures stakeholders are involved in the process of positive culture and environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By creating a Google form that specifies staff recognition options, it allows administration to tailor year round incentives and morale building activities. Including our stakeholders in promoting and funding also helps us as a school to create and implement more recognition strategies.

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.

1. Ensure our school's master calendar includes all activities/celebrations throughout the year (in a timely manner).
2. Send out and review Google form for teacher/staff incentive/recognition ideas for the school year.
3. Send out and review Google form at end of year to review reflections on teacher/staff recognition for the school year.

Person Responsible: Jennifer Carril (jennifer.carril@palmbeachschools.org)

By When: Celebrations/activities on the master calendar are ongoing throughout the year, but goal is to have at least 2 months ahead of time (for large events). Google form to be sent out by September 2023, and reflection form by May 2024.

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).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Professional learning Community (PLC) Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
2. Curriculum Resources: Curriculum resources to enhance ELA, & Math skills and support student mastery of the Florida B.E.S.T. standards, will support vocabulary across the content areas.