

The School District of Palm Beach County

Palm Beach Lakes High School



2023-24

Schoolwide Improvement Plan (SIP)

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Palm Beach Lakes High School

3505 SHILOH DR, West Palm Beach, FL 33407

<https://pblh.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.

Palm Beach Lakes Community High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

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

School Leadership Team, 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
Gray-McCray, Rosalind	Principal	<p>The Principal will monitor and work with all staff listed above 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 deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success 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, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p> <p>Instructional Leader in charge of executing and monitoring personnel and the allocation of resources to ensure all students receive equitable access to effective standards based instruction, the supervision and evaluation of Assistant Principals, and all school operations. Ensures adequate professional development is provided to support teachers and to provide them with strategies and resources to support the facilitation of instruction. Ensures that the school-based team is implementing MTSS</p>
Docekal, Sarah	Assistant Principal	<p>Coordinates and manages all grants and special programs. Facilitates weekly meetings and the implementation of strategies to support students with Reading, ELA, and Social Studies. Ensures focus is on student learning and engagement. Ensures professional development is implemented and provides support to teachers as they implement the strategies in their classroom.</p>
Thomas, Wanda	School Counselor	<p>Head of the Guidance Department who ensures the team has appropriate lists of students who they will monitor and support. In addition, she is in charge of developing and creating items for Parent University, College Tours & Visits. Supports the development of the Master Board to ensure all students are appropriately placed.</p>
Hands, Tera	Magnet Coordinator	<p>Supports and ensures the CTE Departments are properly advertised and that students are placed appropriately in the class. Ensures the programs have adequate number of student - to -teacher ratio towards capacity.</p>
Gibson, Vera	Other	<p>Testing coordinator in charge of all details related to testing are implemented; including but not limited to; Developing testing schedules. Training testing administrators and proctors. Preparing testing materials Distributing testing materials in school and sending to appropriate testing center.</p>

Name	Position Title	Job Duties and Responsibilities
Huggins, Michael	Assistant Principal	Supervises and evaluates teachers in the Math Department and supervises Student Services, textbook ordering, distribution and monitoring. Provides and supports the common vision for the school which includes the use of data-based decision-making, Ensures professional development is implemented and provides support to teachers as they implement the strategies in their classes. Also provides resources to support the facilitation of instruction.
Fauntleroy, Taneeshah	Math Coach	As the Math Coach, she will work daily with the math team to ensure mastery of the standards and benchmarks. Fauntleroy plans and facilitates weekly PLCs with math teachers, and analyzes data for student remediation and proficiency.
Illes, Jennifer	Assistant Principal	Supervises and evaluates teachers in the Science and Social Studies Departments and oversees the School Improvement Plan. Provides and supports the common vision for the school which includes the use of data-based decision-making, Ensures professional development is implemented and provides support to teachers as they implement the strategies in their classes. Also provides resources to support the facilitation of instruction.

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 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 District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

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

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

counselor during instruction and during special events held throughout the school year.

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

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

discussions and seminars.

*Women of Tomorrow: Exceptional Female Leaders of the community support by mentoring and providing

advice and hands-on life experiences.

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

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

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 School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, IXL, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in

all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition, we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

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	96%
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) 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: C 2019-20: C 2018-19: C 2017-18: C
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*	29	52	50	33	55	51	27		
ELA Learning Gains				45			37		
ELA Lowest 25th Percentile				34			34		
Math Achievement*	18	38	38	18	42	38	18		
Math Learning Gains				46			19		
Math Lowest 25th Percentile				57			20		
Science Achievement*	50	68	64	52	43	40	48		
Social Studies Achievement*	57	67	66	56	53	48	47		
Middle School Acceleration					46	44			
Graduation Rate	80	90	89	92	65	61	88		
College and Career Acceleration	62	71	65	72	69	67	66		
ELP Progress	28	40	45	32			33		

** 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	93
Graduation Rate	80

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	92

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	33	Yes	4	
ELL	29	Yes	1	1
AMI				
ASN				
BLK	47			
HSP	43			
MUL	53			
PAC				
WHT	47			
FRL	45			

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	41			
AMI				
ASN				
BLK	48			
HSP	49			
MUL	52			
PAC				
WHT	48			
FRL	49			

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	29			18			50	57		80	62	28
SWD	17			10			35	40		28	7	15
ELL	11			12			26	31		52	7	28
AMI												
ASN												
BLK	30			17			47	57		62	7	28
HSP	25			19			50	54		60	7	28
MUL	52			53							2	
PAC												
WHT	36			26			62	43		70	7	27
FRL	28			17			48	55		60	7	29

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	33	45	34	18	46	57	52	56		92	72	32
SWD	18	39	29	12	47	58	21	23		85	38	30
ELL	14	46	45	15	46	48	39	30		76	58	32
AMI												
ASN												
BLK	32	44	32	16	44	61	50	57		95	72	28
HSP	31	46	35	22	49	48	56	59		87	69	36
MUL	53	50		42	64							
PAC												
WHT	43	44		21	54		64	31		74	71	27
FRL	32	45	35	18	46	57	51	54		92	72	32

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	27	37	34	18	19	20	48	47		88	66	33
SWD	13	30	35	8	16	22	28	28		88	50	
ELL	8	34	36	9	18	22	15	28		67	43	33
AMI										20		
ASN												
BLK	28	38	35	19	18	20	50	50		96	66	34
HSP	22	36	36	15	18	17	48	39		76	68	37
MUL	33	40		18								
PAC												
WHT	21	29		20	21			75		75	56	23
FRL	26	37	34	16	19	20	47	45		88	65	33

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	27%	50%	-23%	50%	-23%
09	2023 - Spring	25%	48%	-23%	48%	-23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	48%	-30%	50%	-32%

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

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	63%	-17%	63%	-17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	62%	-11%	63%	-12%

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.

Our data shows:

ELA

Fy19 FY21 FY22 FY23

Gr 9 22% 25% 29% 25%

Gr 10 29% 23% 29% 22%

Low 25% 32% 34% 34% NA

Subgroup data

SWDs: 8% 8% 12% 10%

ELLs 15% 8% 14% 5%

MATH

Fy19 FY21 FY22 FY23

Gr 9 Algebra 21% 10% 11% 17%

Gr 10 Geometry 26% 21% 27% 21%

Low 25% 28% 20% 57% NA

Math Subgroup data overall

SWDs: 14% 7% 9% 8%

ELLs: 20% 9% 15% 11%

Biology

Fy19 FY21 FY22 FY23

37% 42% 48% 46%

Subgroup data

SWDs: 23% 16% 20% 29%

ELLs: 22% 15% 39% 18%

US History

Fy19 FY21 FY22 FY23

45% 43% 55% 52%

Subgroup data

SWDs: 47% 20% 23% 38%

ELLs 25% 28% 30% 15%

The lowest performance is seen in our ESSA-identified subgroups SWDs and ELLs in all content areas. A contributing factor may be the lack of experience with the testing format; we went from paper and pencil to computer-based. One contributing factor is that we transitioned from FSA to progress monitoring using FAST which contains multiple newly tested components with new standards. Our ELLs and SWDs are not able to use their test-taking strategies in the same way (circling, note-taking, underlining, highlighting, etc.), and Students not using their extended time efficiently. Students need more exposure to the adaptive feature of the test format. Instruction is very focused on Direct Instruction as opposed to productive collaboration, processing, and hands-on learning. In addition, we had vacancies and there is a substitute shortage, therefore student relocation was necessary and the students had gaps in their learning. We also had a brand new ESOL teacher for Biology, she was unfamiliar with the instructional delivery model and best practices for ELLs.

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

ELA Fy19 FY21 FY22 FY23

Gr 10 29% 23% 29% 22%

Biology:

ELLs: 22% 15% 39% 18%

Additional declines in:

MATH

Fy19 FY21 FY22 FY23

Gr 9 Algebra 21% 10% 11% 17%

Gr 10 Geometry 26% 21% 27% 21%

Declines were seen in ELA, Algebra, Geometry, and Biology for our ELLs. A contributing factor may be that students need more exposure to the adaptive feature of the test format. Instruction is very focused on Direct Instruction as opposed to productive collaboration, processing, and hands-on learning. In addition, we had vacancies and there is a substitute shortage, therefore student relocation was necessary and the students had gaps in their learning. We also had a brand new ESOL teacher for Biology, she was unfamiliar with the instructional delivery model and best practices for ELLs. One contributing factor is that we transitioned from FSA to progress monitoring using FAST which contains multiple newly tested components with new standards.

The lowest performance is seen in our ESSA-identified subgroups SWDs and ELLs in all content areas. A contributing factor may be the lack of experience with the testing format; we went from paper and pencil to computer-based. Our ELLs and SWDs are not able to use their test-taking strategies in the same way (circling, note-taking, underlining, highlighting, etc.), and Students not using their extended time efficiently.

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.

State School

ELA

9 48% 25%

10 50% 22%

Math

Algebra 54% 17%

Geometry 50% 21%

Biology 63% 46%

US History 63% 52%

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

US History

Fy19 FY21 FY22 FY23

45% 43% 55% 52%

SWDs: 47% 20% 23% 38%

ELA

Fy19 FY21 FY22 FY23

Gr 9 22% 25% 29% 25%

Biology
Fy19 FY21 FY22 FY23
37% 42% 48% 46%

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

Grade 10 ELA is a focus point, as we had a +5 drop. We are also focusing on our SWD's in math. The proficiency is 8%.

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

Our highest priorities are:

1. Grade 10 ELA overall
2. Grade 10 Geometry overall. Specifically within SWD and ELL subgroup.
3. US History with the ELL Subgroup.
4. Biology among the ELL population.

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 art

Area of Focus

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

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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 data shows:

ELA

Fy19 FY21 FY22 FY23

Gr 9 22% 25% 29% 25%

Gr 10 29% 23% 29% 22%

Low 25% 32% 34% 34% NA

Subgroup data

SWDs: 8% 8% 12% 10%

ELLs 15% 8% 14% 5%

MATH

Fy19 FY21 FY22 FY23

Gr 9 Algebra 21% 10% 11% 17%

Gr 10 Geometry 26% 21% 27% 21%

Low 25% 28% 20% 57% NA

Math Subgroup data overall

SWDs: 14% 7% 9% 8%

ELLs: 20% 9% 15% 11%

Biology

Fy19 FY21 FY22 FY23

37% 42% 48% 46%

Subgroup data

SWDs: 23% 16% 20% 29%

ELLs: 22% 15% 39% 18%

US History

Fy19 FY21 FY22 FY23

45% 43% 55% 52%

Subgroup data

SWDs: 47% 20% 23% 38%

ELLs 25% 28% 30% 15%

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment with the District’s Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Academic Excellence & Growth. Our first instructional

priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning.

Measurable Outcome:

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

February 2024 May 2024

Student learning outcomes

ELA

9th Grade: +3% +4%

10th Grade: +3% +4%

SWDs

ELLs

Math

Algebra +3% +4%

Geometry +3% +4%

SWDs

ELLs

Biology

SWDs

ELLs

Us History

SWDs

ELLs

Teacher Practice outcomes

By February 2024, 80% of our teachers will participate in common planning sessions ensuring collaboration in data analysis and sharing best practices to meet students' instructional needs.

By May 2024, 100% of our teachers will participate in common planning sessions ensuring collaboration in data analysis and sharing best practices to meet students' instructional needs.

Monitoring:

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Lakes we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans,

Data Analysis

Classroom walks

Student Attendance

Data Chats with teachers, students, and parents

Formal Observations

Monitoring of SEL needs through the SBT/BHP process

The monitoring will be supported by key members of the leadership team:

Assistant Principal

Single School Culture Coordinator

Person responsible for monitoring outcome:

Jennifer Illes (jennifer.illes@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. Focused tutorials for (SWDs & ELLs) Tutorials will allow students to have additional remediation and support in addition to the regular school day.
2. Technology (Reading Plus, Khan Academy, IXL, Kami, Nearpod) Adaptive Technologies will assist in gauging students' progress in reaching mastery of identified standards.
3. Data Chats - Teacher with student, Teacher with Admin, Teacher with Parents
4. Pathway to Success - High school graduation and post-graduate focus
5. Targeted tutorials for juniors & seniors to support earning a concordant score in Math & Reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Focused tutorials for low 25% (SWDs & ELLs) Tutorials will allow students to have additional remediation and support in addition to the regular school day. HOW???
2. Technology (Reading Plus, Khan Academy, IXL, Kami, Nearpod) Adaptive Technologies will assist in gauging students' progress in reaching mastery of identified standards.
3. Data Chats - Data chats help students monitor areas of improvement as well as areas of strength in order to make conscientious decisions toward future goals.
4. Pathway to Success - High school graduation and post-graduate focus - Ensures students have the opportunity to graduate in a timely fashion and look toward future careers.
5. Targeted tutorials for juniors & seniors to support earning a concordant score in Math & Reading. HOW????

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

Person Responsible: Jennifer Illes (jennifer.illes@palmbeachschools.org)

By When: step 1: February 2024 Step 2: May 2024

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

Person Responsible: Jennifer Illes (jennifer.illes@palmbeachschools.org)

By When: May 2024

3. Data Chats: Leadership to teachers, Teachers to students, Teachers/students to parents
 - a. Create data sheet
 - b. Pull student data to determine areas of weakness and strengths

- c. Counselors develop schedules for data conversations with students
- d. Teachers and administration participate in data chats during PLCs.
- e. Teacher-to-parents and student data chats occur as requested by teacher or by a parent.

Person Responsible: Jennifer Illes (jennifer.illes@palmbeachschools.org)

By When: May 2024

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

Person Responsible: Jennifer Illes (jennifer.illes@palmbeachschools.org)

By When: May 2024

- 5. After School and Daytime tutorial
 - a. Use data to target juniors & seniors that will benefit from tutorials.
 - b. Develop a tutorial schedule for after & during school hours.
 - c. Tutors are provided by the company

Person Responsible: Jennifer Illes (jennifer.illes@palmbeachschools.org)

By When: May 2024

#2. 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.

Teacher Recruitment and retaining our teachers is paramount. Our low performing subgroups have the need for stability and relationships, to build repour and trust, which leads to our lower-performing students feeling safe. Students perform better and work harder for adults they connect with, feel care, and trust. Having teachers who can build those relationships, and equally as important, stay around to continue at the school where the student can continually connect, is imperative for a student to feel safe enough to blossom and grow.

Measurable Outcome:

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

We intend on retaining 90% of the newly hired teachers for FY 24. We hired 20 new teachers. We intend to lose no more than 2.

Monitoring:

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

The district ESP program supports multiple tiers of support. We will use the guidelines of the program as well as additional support at Lakes including access multiple mentors, administrators etc. Huddles and monthly check-ins are also required, where we will collect surveys and have conversations to see where additional support may be needed.

Person responsible for monitoring outcome:

Jennifer Illes (jennifer.illes@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.)

We will have meetings every other month with the new faculty and the principal, to touch base with the new teachers as well as conduct anonymous surveys that assess the needs of the teacher and possible shortcomings of the program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This will give an ongoing understanding to the ESP coordinator and administrator, of the issues that may be arising in a safe space. This also gives this group voice and some face time with the principal which usually does not happen with new teachers.

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.

No action steps were entered for this area of focus

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: (choose the ones that align with your school).

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. 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.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. 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.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. 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.
10. 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