

The School District of Palm Beach County

Park Vista Community High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Park Vista Community High School

7900 S JOG RD, Lake Worth, FL 33467

<https://pvhs.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.

Park Vista Community High School is committed to fostering a safe environment which respects diversity while providing an atmosphere of academic excellence, student involvement, and positive opportunities for all. We support the District's mission to educate, affirm and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

1. Student learning is the chief priority of the school.
2. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
3. A safe, positive, and comfortable environment promotes student learning.
4. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
5. Students are prepared to achieve success in the global community.
6. Students will foster academic and career achievement as well as life-long learning.

Our vision supports the District's vision: Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

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
Vela, Enrique	Principal	Instructional leader of the school, overseeing all budgetary and operational aspects of the school center.
Killeen, Mary	Assistant Principal	Oversees ESE, Fine Arts, and World Languages and is responsible for schoolwide professional development and the creation and editing of this School Improvement Plan. Maintains and updates the Crisis Response Plan and coordinates all safety drills in an effort to continuously monitor student safety.
Lanier, Reggie	Assistant Principal	Coordinates and aligns the school's curriculum and testing programs in an effort to continuously improve academic achievement. Oversees graduation and our master schedule of courses.
Higley, Brent	Assistant Principal	Oversees our Science Department, our Choice Academies (Automotive, Medical and Media Studies), school textbooks, facilities, technology (Chromebook distribution and inventory), and key distribution and inventory.

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.

We continue to build our positive school culture and environment through stakeholder involvement in our School Advisory Council, and through parent meetings with school staff members and school counselors. Each student receives our matrix of expected behaviors during the first week of school, and this information is also shared with each stakeholder group, including teachers, families of students, and staff members. Opportunity for feedback from parents and students is offered throughout the year through parent surveys and online and in-person feedback gathered through our Guidance Department. This information is used to guide our discussions about SIP development and features prominently in this year's SIP Goal of fostering a more Positive Culture and Environment.

Our school also fosters partnerships with many outside organizations through special field trips, clubs and community programs that help our students see and experience the contributions of members who make up our local society. Our club "Women of Tomorrow" is an on-campus organization where students can learn about the strength and cultural contributions of women and how these are reflected in today's society as well as how they impact the future. Our AVID classes and teachers focus on college readiness and enrollment in accelerated course work so that students have an opportunity to succeed while enrolled in challenging courses. AVID strategies are introduced and implemented in all content areas, not just the AVID elective. AVID components offer a variety of classroom activities (such as WICOR), lesson plans, professional learning videos, and timely articles that are relevant to students and are supported on the national level through our partnership with this program. These tools help educators implement and refine instructional practices. They also help educators provide the key academic and social supports students need to thrive. Our school utilizes the professional learning modules and materials for in-service training and can access all of these resources year-round, which makes us a part of a much larger learning community with an influential stake in the success of our

positive culture and environment.

Park Vista Community High School is continuing to offer as many club and honor society opportunities as possible to help keep our students engaged both socially and academically. We are currently involved with the Science National Honor Society, Feeding South Florida volunteer opportunities, the Madden Tournament where winners earn prizes, Senior college planning workshops for our students as well as our parents, and virtual college field trips where students can learn more about the colleges of their choice. Several other clubs in addition to our Class Officers and their sponsors are vital here at Park Vista: The American Sign Language Club, Best Buddies, the Automotive Club, the Debate Team, the Environmental Club, First Priority, Habitat for Humanity, and the Jewish Student Connection are just a few of the amazing opportunities for student-teacher-community connections that Park Vista Community High School has to offer. We use the feedback from all of these interactions in order to formulate positive school improvement goals.

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))

Our SIP will be regularly monitored for effective implementation and its impact on increasing student achievement, particularly for our Students with Disabilities, through data reports shared at our SAC meetings throughout the school year. Data from classroom instruction, grades earned by subject area, and number of disciplinary actions will be reviewed monthly by the leadership team, at faculty and department instructional leader meetings, and presented to SAC stakeholders at each meeting convened throughout the school year.

Revisions to our SIP will be brought to each SAC meeting as needed and will be based upon the data reviewed at leadership, DIL and faculty 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	No
2022-23 Minority Rate	51%
2022-23 Economically Disadvantaged (FRL) Rate	48%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)

	Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	81	81	
One or more suspensions	0	0	0	0	0	0	0	0	64	64	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	50	50	
Course failure in Math	0	0	0	0	0	0	0	0	78	78	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	116	116	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	106	106	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	285	285	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	134	134

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	27	27
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	117	
One or more suspensions	0	0	0	0	0	0	0	0	0	302	
Course failure in ELA	0	0	0	0	0	0	0	0	0	230	
Course failure in Math	0	0	0	0	0	0	0	0	0	230	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	234	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	103	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	19	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	23

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

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

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*	65	52	50	66	55	51	64		
ELA Learning Gains				61			55		
ELA Lowest 25th Percentile				49			43		
Math Achievement*	48	38	38	53	42	38	43		
Math Learning Gains				57			22		
Math Lowest 25th Percentile				45			13		
Science Achievement*	78	68	64	81	43	40	77		
Social Studies Achievement*	72	67	66	72	53	48	65		
Middle School Acceleration					46	44			
Graduation Rate	98	90	89	98	65	61	99		
College and Career Acceleration	74	71	65	76	69	67	82		
ELP Progress	57	40	45	40			47		

** 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	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	98

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	698
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	98

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	43			
ELL	49			
AMI				
ASN	80			
BLK	59			
HSP	69			
MUL	76			
PAC				

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%
WHT	77			
FRL	63			

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	40	Yes	1	
ELL	48			
AMI				
ASN	74			
BLK	61			
HSP	60			
MUL	65			
PAC				
WHT	69			
FRL	58			

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	65			48			78	72		98	74	57
SWD	35			19			44	39		23	6	
ELL	33			39			50	27		52	7	57
AMI												
ASN	77			72			89	75		72	6	
BLK	54			31			64	61		58	7	46
HSP	60			46			77	66		74	7	64

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
MUL	66			51			79	71		86	6	
PAC												
WHT	69			54			80	79		79	6	
FRL	55			39			71	63		62	7	54

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	66	61	49	53	57	45	81	72		98	76	40
SWD	33	40	31	22	35	30	44	41		96	27	
ELL	33	53	55	39	54	36	61	22		100	33	40
AMI												
ASN	76	75	50	66	64		86	70		100	80	
BLK	56	59	47	45	57	46	73	60		99	63	
HSP	63	58	51	49	50	40	77	72		98	73	33
MUL	63	59	44	53	59		79	71		100	61	
PAC												
WHT	71	63	49	59	61	47	85	76		98	81	
FRL	57	57	48	45	54	41	73	59		97	69	43

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	64	55	43	43	22	13	77	65		99	82	47
SWD	33	43	34	25	24	10	48	43		98	35	
ELL	36	50	45	29	22	11	52	33		95	43	47
AMI												
ASN	65	60	29	62	44		78	72		94	94	
BLK	50	49	37	27	16	10	56	48		100	73	
HSP	61	53	43	41	24	14	74	55		99	74	54
MUL	58	48	19	35	25		85	75		100	81	
PAC												
WHT	70	57	50	49	22	14	83	73		98	87	

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
FRL	53	51	42	36	22	13	67	53		98	75	40

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	66%	50%	16%	50%	16%
09	2023 - Spring	64%	48%	16%	48%	16%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	48%	-10%	50%	-12%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	50%	12%	48%	14%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	63%	14%	63%	14%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	62%	9%	63%	8%

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.

We increased our 10th grade English proficiency in SY23 by 5%, also increasing English proficiency for the following subgroups: SWD by 6%, ELLs by 9%, and White by 5%. We increased Geometry proficiency by 4% in SY23 which includes increases for the following subgroups: Hispanic by 5%, White by 6%, ELLs by 6%, and FRL by 4%. We also increased Algebra proficiency in SY23 for Black students by 3% as well as increasing overall school enrollment in advanced coursework by 13%, reflected in the increases for the following subgroups: White, 11%; Black, 11%, Hispanic, 14%, SWD, 8%, and ELLs, 2%.

Overall, our ELA achievement held its own at 66% while the District and State averages lost ground. Our overall math achievement dropped from 53% in 2022 to 51% in 2023 (-2%), our Biology scores dropped (-3%) from 81% to 78%, our US History scores remained unchanged from 72% the previous year, our high school acceleration percentage (a lagging indicator) is up from 76% to 78%, and our Graduation Rate remains unchanged (again, a lagging indicator) at a stellar 98%.

Even though we increased several core subject area score percentages this past school year and many subgroups that have struggled in the past did better last year than in the previous year, there still remains an overall need for improvement in math, which dropped to 51%. Math achievement is a combination of Algebra and Geometry proficiency, and the fact that many of our students take Algebra in middle school if they've been identified as high-achieving students at that level leaves the bulk of our Algebra students as those who have traditionally struggled in math. We have been making steady gains with these students, but math gains were not part of the reporting of scores this past year so we have no indication whether or not we are making adequate gains with these students as has been the case in the past. We will continue to provide support within these classes by keeping class sizes relatively low compared to our other core courses and by providing math coach support to our teachers. We have an entirely new Geometry team this year, and they will need professional development and administrative support in order to help bolster and continue our upward trend in Geometry achievement.

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

Our Biology scores showed the greatest decline (3%) from 81% to 78%, which is statistically insignificant, yet concerning as we were pleased with the rise in scores from 2021-2022. This year's 78% is in line with our pre-pandemic score of 78% in 2019. Factors contributing to these fluctuations over a five-year period may be attributed to normal changes in school enrollment populations from one year to the next. Overall, even though this was a slight decline, our school's scores traditionally outpace both the District and State averages.

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.

Our Algebra average was 38% this year while the state average was 53% (-15) for reasons stated in the answer to Question 1 above.

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

We experienced the greatest increases in ELA achievement at the 10th grade level and for several subgroups, despite the fact that we had several new instructors in this area last year. We attribute this improvement to the more widespread use of our online vocabulary instruction through the Membean platform, which began as a pilot program through our Reading classes two years ago (both SAC-approved and SAC-funded), as well as our increased enrollment in AICE English courses and the professional development associated with offering these courses.

A more directed Professional Learning Community (PLC) approach during the second half of the school year saw an increase from PM1 to PM2 scores, and finally from PM2 to PM3 scores. The administrative focus during these team meetings was on specific benchmarks and content strands that PM1 had indicated were weaknesses for our students. A similar administrative focus in Reading PLCs asked instructors to define grade-level readiness for PM3 using Reading Plus, No Red Ink, and Membean data points that aligned with PM scores. The admin focus also asked instructors to create a Google document referencing vetted resources that would aide in the remediation of all tested content strands. The Reading students were also incentivized by receiving ice cream parties for scoring L3 or higher on PM3 (a benefit of having scores reported so quickly by the State).

By doing these things consistently and creating an administrative sense of urgency, our instructors were able to hold individual coaching meetings with students before the ELA PM3 test to address their testing goals and progress thus far throughout the year and provide needed encouragement and remediation for all benchmarks.

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

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

- (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

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

Our biggest area of concern, as it has been over the past several years, is that of math achievement (and gains, if they are to be reported in SY24).

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

1. Overall achievement for our Students with Disabilities (42%).
2. A Positive School Culture that will nurture and retain our instructors in every concentration.
3. Continued improvement in our tested subject areas, with this year's achievement percentage goals being the following: 9th Grade ELA PM3 (71%); 10th Grade ELA PM3 (71%); Algebra 1 EOC (43%); Biology EOC (82%); US History EOC (76%).

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

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

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

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

This area was identified as a need due to the trend that schools across our nation have all experienced and one that our school has recently experienced acutely: the loss of seasoned, trained instructors in all crucial subject areas from 2020 until now.

Measurable Outcome:

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

An increase in the positive culture and environment as specifically related to teacher retention and recruitment will be the percentage of teachers who decide to remain at the school by year's end (not including retirees): 90%.

This goal is aligned with our District's Strategic Plan, specifically Strategic Theme D, Committed and Impactful Employees. Objective D1: Ensure all employees have the environment, support, skills and resources for excellence, and Initiative D.1a., create employee-designed approaches to improve job satisfaction, loyalty and retention are integral to our goal of keeping at least 90% of the instructors with whom we begin this school year.

Monitoring:

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

Existing teachers and teachers new to the school will be surveyed each semester regarding their professional development needs, and will be asked about their feelings and ideas about how to increase schoolwide positivity and involvement. Their attendance at special school events and professional development as well as their feedback about these events will be recorded and used to determine the success of such events and in-service opportunities.

Person responsible for monitoring outcome:

Enrique Vela (enrique.vela@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.)

Research shows that when you increase the amount of positive school-based interactions and provide multiple choices for teacher professional development, instructors feel included and valued as part of the school family and are more likely to remain in their positions. Additionally, research has shown that teachers who are asked about their professional development needs on a consistent basis are more likely to participate in the in-service that a school provides for them.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our school recognizes the need to recruit and retain qualified instructors and to make sure that each of one them feels valued and supported. Therefore, we are committed to providing as many on- and off-campus opportunities for teacher growth and interaction as possible during this school year.

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.

Survey all instructors regarding their professional needs and their ideas about positive in-service opportunities.

Person Responsible: Enrique Vela (enrique.vela@palmbeachschools.org)

By When: Initially by September 1, 2023, and then by January 10, 2024, and again by May 15, 2024.

Review attendance at professional development events and adjust accordingly.

Person Responsible: Enrique Vela (enrique.vela@palmbeachschools.org)

By When: Initially by November 15, 2023, again by February 20, 2024, and again by April 1, 2024.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

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

Even though the ATSI-related data is from 2021-2022, and we did make gains with our SWD subgroup last year, we are determined to increase our achievement this year as well.

We increased our 10th grade English proficiency in SY23 by 5%, also increasing English proficiency for the following subgroups: SWD by 6%, ELLs by 9%, and White by 5%. We increased Geometry proficiency by 4% in SY23 which includes increases for the following subgroups: Hispanic by 5%, White by 6%, ELLs by 6%, and FRL by 4%. We also increased Algebra proficiency in SY23 for Black students by 3% as well as increasing overall school enrollment in advanced coursework by 13%, reflected in the increases for the following subgroups: White, 11%; Black, 11%, Hispanic, 14%, SWD, 8%, and ELLs, 2%.

Over 25% of our school with a population of 3,200 students is identified as the subgroup Students with Disabilities. With such a large group of stakeholders with multiple needs who qualify for myriad services, it can be difficult to provide differentiation in all subject areas, but our school is determined to meet the ESSA threshold and increase the academic excellence for every student with a disability, whether ESE or 504. As evidenced by the increases in scores outlined above for SY2022-2023, we are firmly on our way to meeting and exceeding the ESSA threshold for SWD academic achievement.

Measurable Outcome:

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

Aligned with our District's Strategic Plan, Strategic Theme A, Academic Excellence and Growth, Objective A.2a., accelerate student learning using innovative and differentiated approaches, our school will achieve the 42% threshold to meet the ATSI requirement for Students with Disabilities this school year.

Monitoring:

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

Our area of focus on the overall achievement of Students with Disabilities will be monitored through attention to the following data collection and discussion around this data monthly at every PLC, DIL Meeting, Leadership Team Meeting, and Faculty Meeting:

1. The usage of online platforms such as Reading Plus, Membean, No Red Ink, StudySync and IXL Math and their proficiency levels/on-grade level determinations of student progress (i.e. is the student on-track to make a year's growth in a year's time?)
2. Performance levels on PM 1, 2 and 3 as well as USAs, FSQs and other progress monitoring tools where data can be disaggregated through the District's Performance Matters online repository.

Person responsible for monitoring outcome:

Enrique Vela (enrique.vela@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.)

Our evidence-based intervention will be to increase the professional development offerings both on- and off-campus for ESE instructors in all core subject areas. We will monitor attendance and follow-through and provide instructors with an opportunity to share what they've learned with their colleagues during meetings and during learning walks where newfound strategies will be demonstrated for others.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that providing specific, timely, corrective feedback in subject area knowledge and instructional practices will have the most impact upon student achievement. Therefore, providing online and in-person professional development for instructors of SWD will directly impact the rigorous instructional practice needed to help our students succeed in all subject areas.

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.

As indicated by our Strategic Plan, we will determine the most innovative instruction professional development (and programs, if they are available and vetted by the District) for our instructors of SWD and monitor teacher attendance at these trainings and their implementation of the strategies learned and skills acquired.

Person Responsible: Enrique Vela (enrique.vela@palmbeachschools.org)

By When: December 1, 2023.

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).

Funding associated with resources to improve learning outcomes for our Students with Disabilities is currently under review. As curriculum sources are vetted, our school is intent on using school improvement funds to provide additional instructional support through research-based, innovative programs that will increase our student achievement and address the ATSI concern (40%) for our ESE students.

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 and 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.