

The School District of Palm Beach County

Glades Central High School



2023-24

Schoolwide Improvement Plan (SIP)

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Glades Central High School

1001 SW AVENUE M, Belle Glade, FL 33430

<https://gchs.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.

Glades Central Community High School is committed to ensuring ALL students have options upon completion of graduation.

Provide the school's vision statement.

Glades Central Community High School WILL be ranked one of the best schools in the nation based on school assessment data, academics, participant morale and parent/community engagement.

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
Bolden-Morris, Melanie	Principal	Instructional Leader in charge of executing, monitoring, and overseeing personnel, resources, and strategies as it pertains to ensuring achievement and progress for all teachers and students in an equitable, accessible, welcoming environment. Additionally responsible for ensuring that all students are monitored and on track towards High School graduation.
Laguerre, Hansje	Assistant Principal	Instructional leader responsible for ensuring effective instruction and best practices are utilized within all Social Sciences classes which include: American History, World History, African American History Latin American History, AICE International, AICE Us History, AICE Sociology, AICE Psychology. All Career Technical Education Courses to include: Agri-Technology, Computer Science, Information Technology, Engineering, Medical Science, Criminal Justice, and AVID. In additional, also responsible for overseeing the Athletic Department for both boys and girls sports and maintenance of facilities. Additionally responsible for overseeing the ESE and ESOL Departments to ensure that students IEPs and ELL Plans are updated and are on track towards High School graduation. Responsible for monitoring the Cohort for year 2026 to ensure that students are on track towards High School graduation. Also responsible for preparing documents relative to Title I guidelines.
Johnson, Mitsie	Assistant Principal	Instructional leader responsible for ensuring effective instruction and best practices is utilized within all Science classes which include: Earth Space, Marine Biology, AICE Marine, Biology, and Chemistry. Additionally responsible for overseeing the ESE and ESOL Departments to ensure that students' IEPs and ELL Plans are updated and are on track toward High School graduation. Responsible for monitoring the Cohort for the year 2023-24 to ensure that students are on track toward High School graduation. Also responsible for preparing documents relative to Title I guidelines.
Bell, Josette	Assistant Principal	The instructional leader responsible for ensuring effective instruction and best practices is utilized in all English Language Arts and Reading classes. Additionally responsible for overseeing the Guidance Department to ensure all students are on track towards High School graduation. Responsible for monitoring the Cohort for the year 2024 to ensure that students are on the path toward High School graduation.
Davis, Melinda		The SSCC works proactively with the Administrative team, Instructional Coaches and Teachers to disaggregate, interpret, and analyze data. Also responsible for ensuring effective instruction and best practices are utilized within all content areas through lesson planning and data analysis. The SSCC facilitates as well as participates in Professional Development and PLCs to foster a collaborative environment of shared best practices to maximize the students' learning opportunities. also responsible for preparing documents relative to Title I guidelines. Additionally responsible for ensuring that students belonging to the ESE, ESOL, and L25 subgroups are monitored and on track towards High School graduation.

Name	Position Title	Job Duties and Responsibilities
Garcon, Maquissia	Assistant Principal	Instructional leader responsible for ensuring effective instruction and best practices are utilized within all Math classes which include: Algebra 1, Geometry, Algebra 2, AP Statistics, Pre-Calculus, and Math for Financial Literacy. Responsible for monitoring the Cohort for year 2025 to ensure that students are on track towards High School graduation. Also responsible for preparing documents relative to Title I guidelines.
Hall, Jennifer	Instructional Coach	The Reading Coach provides one-on-one coaching using strategies learned through the LSI initiative; participates in one-on-one tutoring/data chats with Intensive Reading and English Language Arts students; conducts sessions for instructional planning, modeling, co-teaching, common assessment data analysis with teachers in each grade level; reviews student data and shares this data with students/teachers; provides resources for interventions and small group instruction, and closely monitors the targeted students for English Language Arts.
Canty, Sherry	Magnet Coordinator	The Magnet Coordinator works closely with teachers to ensure that teachers understand the identified standards and being taught and the processes around the delivery of instruction. The Magnet Coordinator provides interdisciplinary connections, particularly to the magnet theme. Supports academic and social progress of magnet students and ensure the appropriate interventions are in place. Supports the AVID program and Acceleration classes. Additionally responsible for ensuring that all students are monitored and on track towards High School graduation.
Patrick, Felicia	Graduation Coach	<p>The Graduation Coach will establish a rapport with students considered at-risk of not graduating while reviewing data pertaining to absenteeism, tardies, discipline referrals, and educational records. The Graduation Coach will also collaborate with the School Counselors, and School Based Team to devise a plan of action for the student. Communication between the parents and students will occur regularly to provide support and facilitate ways to overcome barriers that prevent the student from experiencing success towards high school graduation.</p> <p>In addition, Ms. Patrick supports as the Athletics Director. Her roles include meeting with student athletes to maintain their GPA for the NCAA federation, provides tutorials in preparation of the ACT and SAT to meet concordant scores for graduation requirements. Also, meets with students to sign up for scholarship information to colleges and universities. Facilitates college tours and FAFSA nights to promote post-graduate success.</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.

At GCHS, we honor and respect our parents, community, teachers, staff, and students. We strive to sustain a positive culture and climate through incentivizing our students to "Building A Brand" and looking to continuously "Strengthen Our Legacy" incorporating the research based strategy and supports:

Stakeholders play a crucial role in our school in supporting a positive culture and environment.

1. Principal/Assistant Principals

a. Oversees value-driven behaviors and daily activities, that shape a positive set of norms

2. SSCC

a. Explicit Data Analysis and review of instructional practices

3. Instructional Coaches

a. Coach and model instruction and shared best practices

4. Teachers

a. Promotes positive classroom culture and student involvement, prepares lessons and educate students at all levels

5. Parent/Community Training at GCHS is important because when parents are active participants in their child's education, the child is more likely to be successful. Parent training helps students generalize their skills – taking the skills they are learning in school to their home and community to apply daily towards the students future success.

a. Provide a series of content area curriculum focused activities to provide instructional strategies and data updates

b. Parents are able to attend a series of sessions which focus on technology/instructional supports such as: SIS, Emails, Reading Plus, IXL, and FAFSA.

c. Parents are instructed on Test taking strategies specific to the content area EOCs, FSAs, and F.A.S.T assessments.

6. School Advisory Council (SAC): supports focus on student achievement and school improvement.

7. Athletic Director: supports student athletes to maintain their GPA for the NCAA federation, provides tutorials in preparation of the ACT and SAT to meet concordant scores for graduation requirements.

Also, meets with students to sign up for scholarship information to colleges and universities. Facilitates college tours and FAFSA nights to promote post-graduate success.

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 towards improvement
- Creating and maintaining a culture of collaboration towards 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, Math Nation, 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. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

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	98%
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) 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	31	55	51	27		
ELA Learning Gains				43			34		
ELA Lowest 25th Percentile				39			29		
Math Achievement*	25	38	38	19	42	38	11		
Math Learning Gains				40			21		
Math Lowest 25th Percentile				49			37		
Science Achievement*	52	68	64	50	43	40	45		
Social Studies Achievement*	50	67	66	43	53	48	33		
Middle School Acceleration					46	44			
Graduation Rate	91	90	89	88	65	61	94		
College and Career Acceleration	52	71	65	51	69	67	65		
ELP Progress	44	40	45	60			44		

* 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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	7
Percent Tested	93
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	88

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	28	Yes	4	2
ELL	36	Yes	2	
AMI				
ASN				
BLK	47			
HSP	52			
MUL				
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	40	Yes	3	
FRL	49			

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	31	Yes	3	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	44			
HSP	51			
MUL				
PAC				
WHT	32	Yes	2	
FRL	46			

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			25			52	50		91	52	44
SWD	7			8			18	23		24	6	
ELL	14			16			32	25		40	7	44
AMI												
ASN												
BLK	27			26			48	47		53	7	37
HSP	32			25			58	56		49	7	52

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												
PAC												
WHT	40										1	
FRL	28			26			52	49		52	7	42

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	31	43	39	19	40	49	50	43		88	51	60
SWD	9	26	22	8	32	42	34	32		77	27	
ELL	11	35	38	14	35	53	28	34		83	33	60
AMI												
ASN												
BLK	28	46	44	17	39	44	44	37		89	45	53
HSP	35	40	24	22	41	63	60	58		83	67	71
MUL												
PAC												
WHT	36	42		17	33							
FRL	30	44	39	19	40	49	49	43		87	50	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
All Students	27	34	29	11	21	37	45	33		94	65	44
SWD	11	23	29	2	14	25	18	21		92	33	
ELL	13	35	46	9	23	45	30	19		93	48	44
AMI												
ASN												
BLK	22	29	25	8	18	33	39	32		97	61	38
HSP	36	43	33	16	27	50	54	34		90	71	56
MUL												
PAC												
WHT				27								

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	26	35	29	11	21	37	43	32		94	65	45

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	33%	50%	-17%	50%	-17%
09	2023 - Spring	28%	48%	-20%	48%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	48%	-26%	50%	-28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	50%	-18%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	63%	-1%	63%	-1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	62%	-6%	63%	-7%

III. Planning for Improvement

Data Analysis/Reflection

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

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

State Assessment proficiency data of students who earned a Level 3 or higher shows:

ELA FY23 FY22 FY21 FY 19

Overall Gr 9 28.2% 30% 26% +4 22% +4

Overall Gr 10 33.2% 30% 26% +4 20% +6

ELLs 9.1% 3.2% 6.1% -4.1 5.0% +1.1

SWDs 10.8% 3.8% 11.7% -8.0 5.2% +6.5

Whites 66.0% 31% 36.4 % -5.0 8.3% +28

Algebra FY23 FY22 FY21 FY 19

Overall 23% 13% 10% +3.0 23% -13

ELLs 12% 10.9% 9.3% +1.6 26.8% -17.5

SWDs 7% 0.0% 3.0% -3.0 13.6% -10.7

Whites NA N/A 22.2 % 16.7% +5.6

Geometry FY23 FY22 FY21 FY 19

Overall 34% 27% 15% +12 27% -12

ELLs 20% 4.8% 8.9% -4.1 10.0% -1.1

SWDs 0% 6.9% 0.% +6.9 15.6% -15.6

Whites N/A 40.0 % 20.% +20.0

Biology FY23 FY22 FY21 FY 19

Overall 62% 54% 50% +4.0 56% -6.0

ELLs 39% 25% 25.8% -0.8 3.3% -7.5

SWDs 27% 33.% 19.4% +13.6 45.2% - 25.8

Whites N/A N/A N/A

US History FY23 FY22 FY21 FY 19

Overall 56% 50% 39% +11.0 69% -30.0

ELLs 26% 39% 21.1% +17.9 46.7% -25.6

SWDs 33% 33% 22.6% +10.4 46.4% - 23.8

Whites N/A N/A 33.3% 100% -66.7

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 the FSA/EOC to the FAST assessment in ELA and Math. Our ELLs and SWDs did not use their test-taking strategies in the same way (circling, note-taking, underlining, highlighting, etc.), on the assessments as practiced during class instruction. Also noted was students were 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 new teachers, and substitute teachers where we had vacancies due to the shortage, therefore student relocation was necessary and the students had gaps in their learning.

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

The greatest decline is seen in our ESSA-identified subgroups SWDs and ELLs in the content areas below.

A contributing factor may be the lack of experience with ESOL and Learning strategies and a command of the English language. 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. Another contributing factor is that we transitioned from FSA to progress monitoring using FAST which contains multiple newly tested components with new benchmarks.

In addition, we had vacancies and there is a substitute shortage, therefore student relocation was necessary and the students had gaps in their learning.

US History FY23 FY22 FY21 FY 19

ELLs 26% 39% 21.1% +17.9 46.7% -25.6

Biology FY23 FY22 FY21 FY 19

SWDs 27% 33.% 19.4% +13.6 45.2% - 25.8

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.

School State

ELA

9 28.2 48

10 33.2 50

Algebra 23 54

Geometry 34 49

Biology 62 63

The greatest decline is seen in our ESSA-identified subgroups SWDs and ELLs in all content areas.

A contributing factor may be the lack of experience with ESOL and Learning strategies and a command of the English language. 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. Another contributing factor is that we transitioned from FSA to progress monitoring using FAST which contains multiple newly tested components with new benchmarks.

In addition, we had vacancies and there is a substitute shortage, therefore student relocation was necessary and the students had gaps in their learning.

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

Algebra FY23 FY22 FY21 FY 19

Overall 23% 13% 10% +3.0 23% -13

ELLs 12% 10.9% 9.3% +1.6 26.8% -17.5

SWDs 7% 0.0% 3.0% -3.0 13.6% -10.7

Geometry FY23 FY22 FY21 FY 19

Overall 34% 27% 15% +12 27% -12

ELLs 20% 4.8% 8.9% -4.1 10.0% -1.1

Biology FY23 FY22 FY21 FY 19

Overall 62% 54% 50% +4.0 56% -6.0

ELLs 39% 25% 25.8% -0.8 3.3% -7.5

US History FY23 FY22 FY21 FY 19

Overall 56% 50% 39% +11.0 69% -30.0

Mathematics showed the most improvement overall. The Instructional Leadership team used various strategies to improve education, including updating the Instructional Focus Calendar to align with standards and emphasizing real-world applications and problem-solving. Professional development for teachers helped them enhance their teaching skills, while data-driven instruction and intervention programs catered to students' individual needs. Enrichment courses supported high-achieving students, and technology integration engaged learners. Parent and Community Involvement, Academic Cram sessions, mock exams, coaching, mentoring, collaboration, and peer learning contributed to creating a positive learning environment and achieving improvements in education overall.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

? Level 1 State Assessments ELA & Math

? Course Failure in ELA & Math

Based on this data trend our focus will be to diminish course failure as well as increase learning gains and

achievement. Our data trends show additional support is needed in all content areas. Algebra I & Geometry, ELA,

Biology, and US History classrooms will focus on remediation of standards, foundational skills, and scaffolding

instruction using research-based strategies. We will specifically focus on our ESSA-identified subgroups; ELL,

SWD, and White students- who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

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

1. We will continue to support our ESSA-identified subgroups: SWDs, ELLs, & White students through small group, differentiated instruction with identified accommodations and heritage language support, credit recovery, and after-school tutorials.
2. We plan to continue to provide professional development to all content area teachers in English Language Arts, Reading, Mathematics, Science, Social Studies, and Electives with a focus on ESOL and ESE strategies.
3. We plan to continue with content area Professional Learning Communities that focus on data analysis, planning for instruction, and best practices to ensure student growth, achievement for all students and provide support as needed.
4. We will continue to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, and ongoing professional development in reading, math, and science in all grades. Ongoing professional development in the analysis of standards, review of data, and collaboration to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

5. We will continue to conduct instructional learning walks in teachers' classrooms to effectively monitor and ensure students are actively engaged in their learning.

Area of Focus

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

#1. Graduation specifically relating to Graduation**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.

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 to 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.

State Assessment proficiency data of students who earned a Level 3 or higher shows:

ELA FY23 FY22 FY21 FY 19

Overall Gr 9 28.2% 30% 26% +4 22% +4

Overall Gr 10 33.2% 30% 26% +4 20% +6

ELLs 9.1% 3.2% 6.1% -4.1 5.0% +1.1

SWDs 10.8% 3.8% 11.7% -8.0 5.2% +6.5

Whites 66.0% 31% 36.4 % -5.0 8.3% +28

Algebra FY23 FY22 FY21 FY 19

Overall 23% 13% 10% +3.0 23% -13

ELLs 12% 10.9% 9.3% +1.6 26.8% -17.5

SWDs 7% 0.0% 3.0% -3.0 13.6% -10.7

Whites NA N/A 22.2 % 16.7% +5.6

Geometry FY23 FY22 FY21 FY 19

Overall 34% 27% 15% +12 27% -12

ELLs 20% 4.8% 8.9% -4.1 10.0% -1.1

SWDs 0% 6.9% 0.% +6.9 15.6% -15.6

Whites N/A 40.0 % 20.% +20.0

Biology FY23 FY22 FY21 FY 19

Overall 62% 54% 50% +4.0 56% -6.0

ELLs 39% 25% 25.8% -0.8 3.3% -7.5

SWDs 27% 33.% 19.4% +13.6 45.2% - 25.8

Whites N/A N/A N/A

US History FY23 FY22 FY21 FY 19

Overall 56% 50% 39% +11.0 69% -30.0

ELLs 26% 39% 21.1% +17.9 46.7% -25.6

SWDs 33% 33% 22.6% +10.4 46.4% - 23.8

Whites N/A N/A 33.3% 100% -66.7

Measurable Outcome:

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

GCHS is working diligently to support all students. Our academic predictions are:

February 2024 May 2024

Student Outcomes

ELA 9th Overall (Baseline) 33% 36%
Student Outcomes
ELA 10th Overall (Baseline) 36% 39%
ELA Overall Subgroups
ELLs +4% +5%
SWDs +5% +5%
Whites +5% +5 %

Algebra Overall (Baseline) 20% 25%
ELLs +7% +2%
SWDs +3% +5%

Geometry Overall (Baseline) 29% 35%
ELLs +6% +10%
SWDs +6.9% +10%

Biology Overall 56% 60%
ELLs 27% 30%
SWDs 35% 40%

US History Overall 52% 60 %
ELLs 41% 45%
SWDs 35% 40%

Teacher Practice Outcomes:

By February 2024, 75% of our teachers will be effectively using data to support student learning with differentiated small-group instruction.

By May 2024, 95% of our teachers will be effectively using data to support student learning with differentiated small-group instruction,

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adaptation of instruction and an integral part of the continuous improvement model: Can, Do, Plan, Act.

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 Glades Central High School, we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Walkthroughs, Student work samples/AVID Binder/Interactive Notebook, Student attendance, Data Chats, Observations, Professional Learning Communities attendance/participation, Formative/Summative Assessments, and Technology.

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

Assistant Principals support content and grade levels

Single School Culture Coordinator

Graduation Coach
 Instructional Coaches: Literacy/Science
 CHOICE/AVID Coordinator
 ESOL/ESE Coordinator\]

Person responsible for monitoring outcome:

Melanie Bolden-Morris (melanie.bolden-morris@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.)

A streamlined strategic focus for all students with a focus on the ESSA-identified subgroups of SWDs, and ELLs will be reviewed across the campus throughout all core content areas. The following strategies will be implemented throughout the year through the various platforms:

1. Professional Development
2. Small group instruction
3. PLCs
4. Tutorials
5. Boot Camps

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. PDs will ensure teachers' capacity is developed and will allow for them to use a variety of methodologies that will ensure student progress and growth.
2. Small group differentiated instructions allow students to work at their pace and instructional level to ensure success
3. PLCs allow professionals to come together in a collaborative setting to review data, plan lessons, and share best practices to support student learning
4. Tutorials afford students the opportunity to learn content above and beyond the classroom time allotted by content area experts
5. Boot Camps provide students with additional remediation and resources for progress.

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. Professional Development to be provided live and digitally. (Instructional Coaches, Choice Coordinator, SSCC)
 - a. During the summer, teachers were offered a series of Professional Development by the District. Our school incentivized and motivated our teachers to attend and obtain badges. (Distance Learning)
 - b. Ongoing data analysis and needs assessment to determine agendas for the PDs.
 - c. Schedule PDs on a need-for basis to individualize teacher capacity and support.
 - d. Provide coaching and mentoring to ensure teacher execution and success with professional development.
 - e. During school closure, teachers will be provided PDs.

Person Responsible: Mitsie Johnson (mitsie.johnson@palmbeachschools.org)

By When: Will begin within the first month of the start of the new year. PDs will focus on student achievement data analysis, best practices, and peer/buddy support throughout the school year.

2. Small group differentiated instruction to be provided live and digitally. (Teachers, Instructional Coaches, SSCC)

- a. Ensure teachers understand the expectations for small group instruction through a variety of tasks, processes, and products. Expectations will be shared within PLCs and through PDs.
- b. Teachers develop a schedule for small group rotations within their instructional blocks to support all students specifically our ESSA-identified subgroups along with ELLs.
- c. During distance learning, teachers will provide daily scheduled live sessions, a portion of which will be allocated to ensure teachers facilitate differentiated learning through small group/individualized remediation and/or acceleration.
- d. Focus on student support, checking for understanding, identifying critical content, and organization for learning.

Person Responsible: Melinda Davis (melinda.davis@palmbeachschools.org)

By When: Will begin August '23 Teachers will review data to ensure the proper placement of students within the groups. The small group participation is fluid & continues until May 2024. year.

3. PLCs to be provided live and digitally. (SSCC, Choice/AVID Coordinator)

- a. Provide teachers with an opportunity to participate in capacity-building activities to strengthen instructional practices
- b. Teachers will plan and research resources for instructional use.
- c. SSCC, AVID Coordinator, LTF, and Instructional Coaches support teachers with strategic PDs aligned to student needs based on data.
- d. Teachers share best practices through mentoring, modeling, and support.

Person Responsible: Melanie Bolden-Morris (melanie.bolden-morris@palmbeachschools.org)

By When: PLCs will begin in August through the end of the year. Agendas will be determined based on data and observations of classroom walks. Coaches will support teachers with tiered PD.

4. Tutorials to be provided live and digitally. (Assistant Principal, Instructional Coaches, Teachers)

- a. Instructional Leadership team will identify all students specifically our ESSA-identified subgroups along with ELLs in need of remediation and/or enrichment through online/live small group sessions.
- b. Analysis of teacher data will be analyzed prior to determining tutors.
- c. Provide a framework to teachers which include lesson plans, assessments, instructional materials, and expectations.
- d. Parents and students will be provided with ongoing expectations. Data chats with students to ensure progress and needs assessment analysis.

Person Responsible: Josette Bell (josette.bell@palmbeachschools.org)

By When: Tutorials will begin during the second week of September 2023. Student participants will be chosen based on data. Tutorials will continue through May 2024.

5. Boot Camps to be provided live, 2nd semester. (Assistant Principal, SSCC, Instructional Coaches, LTF, Graduation Coach)

- a. Data analysis to determine students with the highest need.
- b. Targeted list of students in need of remedial support to use as a college readiness score and/or a concordant score for graduation.
- c. Analysis of teacher data will be analyzed prior to determining tutors.
- d. Ensure that students understand the relevance of the support program through a variety of tasks, processes, and products.

Person Responsible: Melanie Bolden-Morris (melanie.bolden-morris@palmbeachschools.org)

By When: October 2023 through May 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

In alignment with the District's Strategic Plan, we enhance all students' sense of belonging, safety, and acceptance. Our instructional priority is to use student data trends to identify needs to support positive behaviors.

Incidents data: (In-School / Out of School)

FY19 FY20 FY21 FY22 FY23

IN-School 29 22 2 30 12

Out of School 136 123 28 167 128

Measurable Outcome:

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

To reduce incidences by 10% by May 2024.

To reduce absenteeism by 10% by May 2024.

Monitoring:

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

1. Teachers will track attendance using SIS during every period.
2. Attendance clerk, dean, and administration will monitor student attendance and student incidences.
3. Review and analyze student academic data.

Person responsible for monitoring outcome:

Melanie Bolden-Morris (melanie.bolden-morris@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. Suite 360
2. PBS
3. Required Instruction 1003.42 & Policy 2.09
4. Behavior Health Profesional

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Suite 360: We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite 360 lessons.

2. Incorporate PBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. PBS assists schools to improve social, emotional, behavioral and academic outcomes for young people to ensure all students have equitable and equal opportunity to learn.

3. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students.

4. Behavior Health Professional: Students' social, emotional well-being is another aspect of our school culture. We have dedicated mental health counselors on campus to assist students with maintaining a positive emotional lifestyle in addition to the multilingual school counselors onsite.

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.

Suite 360:

1. Teachers trained
2. Calendar developed to ensure the fifth period teacher reviewed/taught the focus lesson.
3. Teacher referral process to BHP as needed.

Person Responsible: Hansje Laguerre (hansje.laguerre@palmbeachschools.org)

By When: 8-week program on a 9/10 and 11/12 rotation.

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 the Holocaust;
- (h) History of African and African Americans
- (p) Study of Hispanics' contributions to society.
- (q) Study of Women's Contributions to society.
- (t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

Person Responsible: Melanie Bolden-Morris (melanie.bolden-morris@palmbeachschools.org)

By When: Effective immediately and throughout the year.

PBS Action Steps:

- a. Develop a PBS team at the school
- b. Auditorium assemblies are conducted to review expectations
- c. Teachers will be trained on the steps and expectations
- d. Teachers reinforce expected behaviors in and out of the class through positive rewards
- e. Ongoing student recognition Pep Rallies every nine weeks
- f. Application for Model Schools will be developed in FY24

Person Responsible: Melanie Bolden-Morris (melanie.bolden-morris@palmbeachschools.org)

By When: Effective immediately and throughout the year.

Behavior Health Professionals:

1. Admin and staff complete a referral form to the BHP.
2. BHP meets with students one-to-one or small group

Person Responsible: Melanie Bolden-Morris (melanie.bolden-morris@palmbeachschools.org)

By When: Effective immediately and throughout the year.

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 provide ESE support during small group instruction; Community Language Facilitators provide Heritage Language Support to our ESOL students
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. Assistant Principals and Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (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, US History & 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