Royal Palm Beach High School

2023-24

Schoolwide Improvement Plan (SIP)

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Royal Palm Beach High School

10600 OKEECHOBEE BLVD, Royal Palm Beach, FL 33411

https://rpbh.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.

"Living the Wildcat Best Is the Royal Way"

Provide the school's vision statement.

Royal Palm Beach Community High School is dedicated to meeting the holistic needs of all students. This will be achieved by ensuring:
• a safe, respectful, socially just environment
• rigorous academics with personalized instruction for on campus
• a variety of extracurricular activities
This will all be accomplished while building parent and community involvement, and maintaining open communication among all stakeholders.
Students will graduate with pride and confidence, prepared to succeed in their post-secondary endeavors and become inquiring, lifelong learners and productive, global citizens.

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
FLEMING, MICHELLE	Principal	The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Fleming must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Cote, Barbara Victoria	Assistant Principal	Responsibilities include daily activities and events on campus, supporting student in the alpha He-Me for discipline and academics. Admin over Positive Behavior Support Initiatives, overseeing the coordination of graduation, social media communication, and business partners. Responsible for instructional materials in all subject areas. Supports and conducts observations in the content areas of Physical Education, Social Studies, ESOL, and AVID. Title 1 Administrator, Accreditation point of contact, and School Improvement.
Lingerfelt, Misty	Assistant Principal	Student Services Administrator, supports SBT, Counseling, SEL, and ATS, works with the ESE and Reading Departments, assists the Clerical Staff.
Jones, Lisa	Assistant Principal	Principal's Designee, curriculum, master board, professional development, Educational Support Program, new teachers, testing manager, ELA/Math accountability/teacher observations/participate in Professional Learning Communities, manager PLC's with Learning Team Facilitator, Department Instructional Leaders supervisor, manager of Professional Learning Communities, manager of Instructional Leadership Team, manager of faculty meetings, participate and attend School Advisory Council meetings and parent meetings, supervise daily school activities as well as evening activities and all other duties as assigned.
Gilbert, Brandon	Other	The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. He assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses data appropriately to diagnose and assess students' needs and guides teachers in tailoring their instruction to meet the individual needs of the students. He guides teachers in effectively using data to adjust instruction, successful alignment and implementation of

Name	Position Title	Job Duties and Responsibilities
		school improvement decisions, and the development of the school-wide culture.
Fourney, Stephanie	Math Coach	Provide support for all 9-12 math teachers. Organize and run PLC's. Work closely with DIL in planning math department meetings. Progress monitor FSQ's and USA's for Algebra 1 and Geometry courses. Provide data for teacher and student data chats. Support B.E.S.T implementation and alignment. Assist teachers in pacing and creating lesson plans. Push-in support with modeling and coaching teachers. Support textbook adoption and curriculum alignment. Attend monthly DIL meetings at the district and relay important information to our team.
Basinger, Melissa	Instructional Coach	Progress Monitor FSQ's/USA's/NGSQ's, PLC Coordinator / Scheduling / Documentation, Run PLC's w/DIL, AVID Coordinator, Testing Support, Performance Matters / EDW Specialist, Data Chats / Accountability, PushIn Support / Modeling / Coaching, Celebrations: "Sunshine Committee", Active member of the Instructional Leadership Team, and All other duties as assigned.
Shroyer, Aleah	Reading Coach	Progress Monitoring, Monitor all Reading Teachers & support DIL, Run PLC's w/ DIL, Reading Plus/SPIRE OVersight, Teacher and Student Data Chats , Plan and Implement Rotations & Small Group Rotations, Plan and Implement "boot camp" support, Push-In Support/ Modeling and Coaching, Monitor LOW 25% population, Monitor LOW 25%/ Graduation Fragile, Instructional Leadership Team Member. Supporting students in the alpha Mi-R for discipline and academics. Help with Positive Behavior Support, along with Social Emotional Learning (SEL). Monitor Suite 360 compliance, SAC committee chair, Immunization Compliance processing, along with support Social Studies and IB History teachers. Assist with the School Improvement Plan, and all other duties as assigned.
Dicurcio, Daniel	Magnet Coordinator	International Baccalaureate Diploma Program Coordinator. Responsibilities include daily program coordination of the IB program. IB program coordination includes recruitment and retention of students in the program, data analysis to guide program development, IB budget management, scheduling, overseeing legal guidelines of IB implementation, responsible for the 5 year review and accreditation, and responsible for international exam testing. Social studies department head. PLC leader. Clinical educator.
Rivera, Jeanette	ELL Compliance Specialist	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL teachers in implementing school based ESOL services. She collaborates with community agencies to assist families to access available resources. She monitors and conducts LEP student assessment and placement of students. She is meticulous about

Name	Position Title	Job Duties and Responsibilities
		her ESOL record keeping including LEP plans, school data, collection, analysis, and reporting systems to assess student progress.
Baker, Michelle	Teacher, ESE	As the ESE contact, she manages the caseload of ESE students and assists teachers and staff in coordinating ESE services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance and compliance with students' needs. She collaborates with teachers and staff to provide research-based strategies and provide accommodations to best meet the goals as defined in the IEP. She provides families with required information regarding IDEA Procedual safeguards. She establishes working relationships by consulting with students, parents, teachers, counselors, agencies, and other necessary providers.
Seepersaud, Adrian	Assistant Principal	Student Discipline Alphabet N-R, Creation of Lunch Schedule, Creation of Teacher Duty Schedule, Oversee Science / Edgenuity/ Academies / Vocational & CTE Departments, Attend & support PLC process for supervised content, Technology: oversee website updates / (STST), Oversee Alternative Education Placements / Expulsion / DRC / SESIR Reporting, Creation of schoolwide handbooks: faculty, student, parent Handle Registration concerns + update of new registrations, Manage daytime facilities issues/concerns Maintain compliance with Code Drills / Tornado Drills, Manage 1st Responder duties / AED's, Crisis Response Team Manager, Manage School Security Monitors and schedule, Manage Main Gate coverage, Attend SAC & Parent Meetings, Active member of the Instructional Leadership Team
Skowron, Marlaina	Magnet Coordinator	AICE Coordinator / Academies Coordinator

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.

Royal Palm Beach High involves our stakeholders as an essential part of the process in identifying the areas for needs and components of strategies for the program/practice needed to support all students. Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation the fidelity of programs and services designed to improve the outcomes of our English Language Learners.
The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students

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

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

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school event on campus, and most recently.

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, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

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

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify

instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	87%
2022-23 Economically Disadvantaged (FRL) Rate	94%
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: B 2019-20: B 2018-19: B 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*	48	52	50	47	55	51	39		
ELA Learning Gains				51			36		
ELA Lowest 25th Percentile				36			29		
Math Achievement*	28	38	38	28	42	38	22		
Math Learning Gains				41			16		
Math Lowest 25th Percentile				49			23		
Science Achievement*	55	68	64	57	43	40	50		
Social Studies Achievement*	52	67	66	56	53	48	57		
Middle School Acceleration					46	44			
Graduation Rate	92	90	89	95	65	61	94		
College and Career Acceleration	74	71	65	79	69	67	60		
ELP Progress	43	40	45	52			39		

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	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	95

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	38	Yes	4	
ELL	43			
AMI				
ASN	80			
BLK	53			
HSP	55			
MUL	76			
PAC				
WHT	64			
FRL	53			

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	37	Yes	3	
ELL	42			
AMI				
ASN	69			
BLK	50			
HSP	54			

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%
MUL	60			
PAC				
WHT	60			
FRL	52			

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	48			28			55	52		92	74	43
SWD	28			14			34	30		47	7	27
ELL	27			27			33	18		72	7	43
AMI												
ASN	74			76			88	63		79	6	
BLK	44			25			49	47		72	7	39
HSP	44			25			54	56		71	7	46
MUL	74			44			76	75		87	6	
PAC												
WHT	59			37			63	53		80	6	
FRL	43			23			52	47		73	7	43

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	47	51	36	28	41	49	57	56		95	79	52
SWD	24	38	26	12	32	41	28	33		94	45	
ELL	20	42	39	12	33	43	32	26		96	70	52
AMI												
ASN	71	59		43	50		75	63		100	94	

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
BLK	42	48	35	22	40	49	49	56		97	77	35
HSP	48	53	37	29	42	47	59	53		94	77	60
MUL	48	52		32	43			57		95	95	
PAC												
WHT	55	51	33	40	46	64	71	62		93	83	
FRL	44	50	36	26	40	47	55	55		94	79	49

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	39	36	29	22	16	23	50	57		94	60	39
SWD	14	19	18	11	19	30	30	27		90	28	
ELL	21	37	35	12	18	20	31	33		94	33	39
AMI												
ASN	57	50		39	16		62	71		92	75	
BLK	37	36	28	17	15	21	44	48		95	51	48
HSP	36	35	31	19	19	26	51	62		93	66	36
MUL	36	44		26	7		62	74		100	69	
PAC												
WHT	48	39	18	38	15	20	61	67		93	64	
FRL	33	34	28	18	16	22	47	54		93	55	35

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	48%	50%	-2%	50%	-2%
09	2023 - Spring	44%	48%	-4%	48%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	24%	48%	-24%	50%	-26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	50%	-20%	48%	-18%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	63%	-11%	63%	-11%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	62%	-14%	63%	-15%

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.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA-identified subgroups:
FY21 FY22 Learning Gains FY23-PM3
ELA 9 39.3% 47.5% -3.8% 43.7%
ELA 10 35.6% 42.1% 5.8% 47.9%
SWDs 12.7% 21.1% 4.7% 25.7%
ELL - 9 12.8% 10.4% 3.5% 13.9%
ELL 10 1 0.8% 6.3% -3.4% 2.9%

FY21 FY22 FY23
Algebra 19% 23.8% 25.5%
Geometry 23.9% 29.% 31%
SWDs - Alg 7.1% 11.1% 18.2%
SWDs - Geo 10.9% 10.5% 10.5%
ELL- Alg 8.7% 12.1% 14.3%

Ells- Geo 9.0% 11.1% 15.5%

FY21 FY22 FY23
Biology 50.3% 54.5% 52.0%
SWD 28% 27.8% 31.8%
ELL 14.7% 18.6% 6.2%

FY21 FY22 FY23
Us History 55.1% 54.3% 48.2%
SWDs 26.5% 32.1% 29.8%
ELL 21.4% 8.5% 5.1%

When looking at the FAST ELA data throughout the FY23 school year, we see the largest drop was 3.8% in 9th grade ELA on PM3. When looking at our ELL group for 10th in PM3 ELA, we also see a decline of 3.4%. The decline in our ELLs is a trend, and we must focus on additional support. We also need to continue supporting our ELLs with strategic interventions.
We attribute these declines to the lack of an ELL teacher we had in ELA and our DLA-R. Unfortunately, we had vacancies, and this affected us. We need to implement a stronger coaching and mentoring program to help develop and support new teachers to the professions. Our goal is to work closely with the ESE and Multicultural department at the district to ensure further our teachers are receiving all the support they need to ensure student growth and achievement. Lastly, we will ensure Professional Learning Communities are focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC we can ensure that all students receive rigorous instruction and small group support to meet their needs. ELA teachers will engage in a standards-based instruction cycle during the collaborative planning (1) What do students need to know and understand? (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specifications during the planning process.

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

The greatest need for the decline is across ELA 10th grade from PM2s to PM3. Our 10th-grade ELA students were at 50.8% proficient on PM2 and declined by 12.6% on PM3 to 38.2% proficiency. Our ELL student also struggled from PM2 at 9.7% to PM3 at 1.6% proficiency for 10th grade. Our 10th grade ESE saw a decrease in ELA proficiency, with PM2 at 32% to PM3 at 21.1%, which was a 10.9% decrease.

The contributing factors to the decline were participation in after-school tutorials, student and teacher absences, hands-on learning, and small-group instruction. Intervention groups were interrupted due to substitute issues, and teacher capacity in the use and knowledge of technology all impacted student achievement. The contributing factors were that while we were focused on our ELL and SWD students, we needed to address their specific needs sooner than we did; instead of waiting until the end of fall to begin closing gaps, we needed to start right after returning to school. In addition, we needed to find a different way to allow for quality, standards-enriched, accountable talk. In previous years we dedicated instructional time for accountable talk, thus allowing students to build on prior knowledge from each other and talking through their learning. This past year we did not set time for that with fidelity. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meet students' learning needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

State RPBHS Difference
Grade 10 PM3 50 38.2% -11.8%
Grade 9 PM3 48 43.8% -4.2%
Biology EOC 63 52 -11%
Algebra 54 25 -29%
Geometry 49 31 -18%
US History 63 48 -15%

The data shows we have underperformed the state in all tested areas, which indicates we are in need of interventions to support the needs of our students better. 10th grade PM3 ELA is a major concern, and we need to work with our teacher to provide reach-based interventions that will meet the needs of SWD, ELLs, and low 25%. Contributing factors were a lack of teachers in 10th-grade reading classes, overcrowded classrooms, and differentiated instruction.

While Alegebra's proficiency scores show, we are 29% under the state. Contributing factors were there were many new teachers at the subject levels. They were inexperienced with
the rigor of the standards, missing two teachers for the majority of the school year, and overcrowding in the classroom. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also, data shows they were unclear about the use of best practices and the proper accommodations for the subgroups.

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

In our Geometry, our proficiency level increased 2% from SY22 at 29% to SY23 at 31% proficient. This contributed to the teachers being more aggressive in their daily monitoring of the student's achievement of the standards.

In our 10th grade ELA, we saw improvement from SY22 proficiency at 42% to PM3 SY23 proficiency at 47%, which is a 5% increase. This is attributed to the students having access to grade-level or above-grade-level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs.

In order to close the gaps for our ELLs and SWD students, we will collaborate with our teachers to instruct all of our students within their small groups within the reading block based on their needs as outlined through USAs, and FSQs. We determine the students' progression of mastery through the use of teacher progress monitoring. Lastly, we have created language blocks within our daily instruction to enhance and support the language structure of our students. We also use this information to meet the needs of our ELLs for mathematics instruction. Using the information gathered through assessments during PLC, teachers disaggregate the data and determine the students' needs to formulate specific data to drive small groups. Through NGSQ, spiral review data, and USAs, we monitor the needs of all our students and close their gaps through small science groups and hands-on experiments.

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
Grade 9 -189
Grade 10 - 196
Course Failure in ELA
Grade 9 - 118
Grade 10 157
Grade 11 - 123
Grade 12 - 74

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

1. Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.
2. ELA Achievement Growth for SWD & ELLs- Ensuring learning gains & progress for ESSA subgroups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support from teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.
3. We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development best practices for classroom instruction, and how to maximize the 90-minute classroom instruction.
4. Incorporating reading across the curriculum and subject areas. Support instruction with Talk Read and Talk Write to develop literacy skills while in other content areas.

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 Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our focus is on providing a positive learning environment for students throughout the school culture. Royal Palm Beach High School can improve students' ability to learn by creating a positive environment that builds relationships among students and teachers.

In schools that have a strong culture, teachers are motivated and engaged when working with students. For SY 23, there were 140 9th-grade students with one or more suspensions (ISS or OSS), an increase from SY22 at 127 students. We had 151 10th-grade students with one or more suspensions (ISS or OSS), an increase from SY22 at 122 students. Overall the school had 592 referrals for repetitive disobedience.

We need to focus on providing our students with services for core social-emotional support, support based on identified student needs, and intensive support for students to school-based and community resources. Assigning mentors to students identified with SEL concerns and assisting in re-teaching behaviors. Check-in/Check-out is utilized with students in need of positive adult interactions and positive feedback throughout the school day. In addition to assemblies from SwPBS Expectations to programs such as Social Media Awareness. It is important that our students are in class and not in ISS or OSS.

In addition, 118 of our 9th graders had failed a quarter in ELA. This was an increase from SY22 at 105 students.10th graders had 154 students who failed a quarter in ELA; this was an increase from SY22 at 122 students. We also had 189 9th-grade student scores a level one on the FAST PM3; this was an increase from SY22 at 170 students. 196 10th graders scored on level one; this was an increase from SY22 at 189 students. For SY23, 17.8% of our 9th-grade students had below a 2.0 GPA.

We need to focus on providing our students with services to maintain a positive climate, and the consequent better social interactions can also enhance students' academic affective well-being.

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

By January 2024, in SIS referrals, we will see a decrease of 25% in out-of-school suspensions and 35% in-school suspensions for our 9th and 10th-grade students.
We will see a 25% increase in students with 2.0 or higher GPAs by the end of the first semester, thus an increase in student participation in for honor roll.

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 adapting of instruction. As an admin team, we will plan for various techniques to review the school's culture and discipline. The monitoring will be through CBIR forms, discipline referrals, SIS comment logs, classroom walkthroughs, PLC data chats, BHP small groups, and school counselor referrals.
In addition to Scheduled pulling of Attendance data, Scheduled pulling of Suspension data, Student Formative Assessment results

Person responsible for monitoring outcome:

Barbara Victoria Cote (barbaravictoria.cote@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. SWPBS - Building a shared vision with the PBS team to ensure that students and faculty are aware of the expectations of the school
2. PLC with new teachers to follow up with classroom management support
3. Professional Development to support teachers with best practices to build a positive learning environment.
4. Alternative to Suspension Curriculum to support students with new coping skills.
5. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. The PBS team will develop a school-wide discipline matrix to support students and families of the procedures and expectations on the campus of The Royal Way for students. In addition to rewarding students for Honor Roll, attendance, and positive behavior on campus.
2. During PLC meetings, administrators will support teachers with concerns in the classroom and assist in implementing best practices for classroom management.
3. Professional Development will be offered in connection with Project Connect in Majors and Minor of discipline referrals.
4. Our BHPs and BIA will assist in reteaching behaviors in our Alternative to Suspension room to support students with new coping skills.
5. 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, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

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.

Policy 2.09 and Required Instruction Florida State Statute 1003.42 (Must ADD this verbiage)
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Barbara Victoria Cote (barbaravictoria.cote@palmbeachschools.org)

By When: First day of school

SwPBS Action Steps:
a. In class assemblies are conducted to review expectations for 9th and 10th grade
b. Teachers reinforce expected behaviors in and out of the class through positive rewards and school wide Royal Market
c. 9 nine-week honor roll celebrations are held
d. No tardy pep rallies
e. Ongoing student recognition through the use of the PBS in SIS

Person Responsible: Barbara Victoria Cote (barbaravictoria.cote@palmbeachschools.org)

By When: PBS will start the second week of school with class assemblies.

#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.

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, and Academic Excellence. Our first instructional priority is to deliver content, concept, or skill that is aligned with the benchmark and intended learning. Also, to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift.

Our focus is to increase SWD achievement in ELA from 24.8% in FY23 PM3 to 50% in FY24. If we focus on standard-based instruction to improve learning in our English and Intensive Reading classes, this will then allow students to increase their ELA learning gains. This will align with the District's Strategic Plan to directly impact student achievement and support the graduation rate increase.

English and Intensive Reading class sizes were not conducive to providing adequate small-group instruction. Large class sizes in Intensive limited teachers' ability to differentiate instruction to meet the needs of our SWD. This year, our overall ELA achievement decreased from 3.8% in FY23 for 9th grade. There was a 5.8% increase in ELA Achievement on PM3 compared to FY22FSA.

When looking at the data for our 9th grade SWD were at 24.5% proficient on the 9th grade PM3 which was an increase of 4.5% from PM2. When looking at the data for our 10th grade SWD were at 27.2% proficient on the 10th grade PM3 which was an increase of 5.9% from PM2. Though our students made improvements, our SWD in ELA are an area of focus since we want an overall proficient level at the threshold.

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

By February 2024, on the Progress Monitoring assessment in ELA, our SWD will have increased Learning Gains by 25% from the baseline Progress Monitoring assessment in the Fall of 2023. By May 2024, our students will be at 50% proficient on PM 3.

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

District-provided common assessments will be used to track student progress based on District Scopes and Pacing. Assistant Principal over ELA and Reading will meet with teachers to have data chats based on assessment results of USA and FSQs. Teachers will meet in PLCs to review data and determine remediation and best practices for implementation, engagement, scaffolding, and differentiation of rigorous content. Administrators will conduct walkthroughs with applicable feedback to monitor the use of PLC strategies, student engagement, and if the rigor of the standards is being met. The reading coach will monitor the use of assistive technology, such as Reading Plus, SPEARS, and Khan Academy, programs to ensure they are being used with fidelity.

Person responsible for monitoring outcome:

Misty Lingerfelt (misty.lingerfelt@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. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, processes, and products. The teacher will provide tutorials and utilize a variety of platforms to support student achievement in small groups.
2. Professional Learning Community: Teachers will have ongoing professional development from the district as well as in-house to strengthen standards-based learning, including ESE resource teachers to participate in PLC.
3. Reading and English teachers will incorporate the use of technology-based programs, including No Red Ink, Reading Plus, SPEARS.
4. Reading coach: available to support and model in-class instruction and strategies and data chats
5. Pull out tutorials for Seniors needing to meet graduation requirements

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Through consistent interventions by each teacher in the Intensive Reading class, the unique needs of each student will be met, through tutorials and direct support by utilizing the following strategies:
1. By incorporating small group instruction based on USA data to identify areas of weakness in standard-based instruction. The district assessments have had a direct correlation with standards-based instruction for PM.
2. Teachers and Resouce teachers participate in PLCs, will have the opportunity to provide valuable resources, and exemplars to students, build a collaborative network, and make informed decisions to improve student performance.
3. By unitizing research-based technology will provide a significant aid in increasing student achievement when the programs are used with fidelity.
4. Reading Coaches will provide support to the teacher as an ongoing initiative to model strategies in-class instruction, data-chats, and researched base strategies.
5. Tutorials will provide students with descriptive feedback to enrich, reteach, and reflect.

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. Incorporate Small group instruction:
a. Students will be assessed using USA's and FSQ's. The teacher will utilize Differentiated Instruction strategies and small group instruction to enrich, reteach, and reflect on assessments.
b. Teachers will analyze student data to determine strengths and weaknesses in the content area.
c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities.
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers develop ongoing formative assessments to track student learning n make adjustments to instruction.

Person Responsible: Misty Lingerfelt (misty.lingerfelt@palmbeachschools.org)

By When: Small group instruction will begin within the first weeks of school. Teachers will review data from Fy23, they will conduct formative assessments to ensure proper placement of students within groups

Professional Learning Committees -

a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.

b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

c. Two Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction, and differentiated instruction.

d. Teachers will meet weekly with the reading coach or PLC coordinator, to work collaboratively to analyze data, and plan and develop lessons that aligned with the standards.

e. Instructional coaches and resource teachers will assist with standards-based planning to build teachers' capacity with standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Person Responsible: Melissa Basinger (melissa.basinger@palmbeachschools.org)

By When: PLCs and Professional Development will begin within the first month. Coaches will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support.

3. Instructional Technology and resources Reading Plus, No Read Ink, SPEARS, and Khan Academy:

a. Provide teachers with professional development to ensure the appropriate use of adaptive technology.

b. Teachers will develop a rotational schedule to ensure all students have access to technology.

Person Responsible: Misty Lingerfelt (misty.lingerfelt@palmbeachschools.org)

By When: Technology will begin within the second week of school. Students will participate in formative assessments using adaptive technology Reading Plus, No Read Ink, SPEARS, and Khan Academy.

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 Reginal Office team, and the Office of School Improvement.

1. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.

2. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

3. Resource teachers (ESOL and ESE) support during small group instruction.

4.Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

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))

N/A

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)

N/A

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))

N/A