Palm Beach Central High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Palm Beach Central High School

8499 FOREST HILL BLVD, Wellington, FL 33411

https://pbch.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Palm Beach Central High School will provide a safe, supportive and engaging learning environment, where strong relationships set high, yet personalized, expectations for staff and students. By collaborating with all stakeholders, Palm Beach Central High School will offer a diverse array of rigorous educational experiences that will provide all students the opportunity to acquire the skills they will need after graduation with the goal of developing a culture of mutual respect and academic excellence. By nurturing our students' social, physical, and intellectual growth, our mission is to encourage our students to become responsible citizens, lifelong learners, and leaders in a global community.

Provide the school's vision statement.

Palm Beach Central High School's vision is dedicated to providing an 'A' rated education to all students and to continuing to support the vision of the School District of Palm Beach County

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
Myers, Reginald	Principal	The principal will monitor and work collaboratively with all stakeholders to ensure the implementation of all strategies and action steps towards continuous improvement processes for the school. The principal will guide and facilitate instruction using best practices and school district recommendations and resources. The principal will engage faculty, staff, students, parents, and community members to understand the instructional 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, targeted professional learning opportunities, and addresses barriers to instruction and student learning.
Butler, Samantha	Assistant Principal	As Assistant Principal, Dr. Butler Supports professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She assists the principal and other administrative team members with the daily operations of the school including effective and standards-based instruction. She participates in and facilitates professional learning communities to review data, identify barriers to learning, and improve instruction. She also participates in learning walks and classroom observations with the purpose of providing targeted feedback for improved student outcomes. Dr. Butler ensures effective instruction is delivered using culturally competent methods and equity and access are provided for all students. Dr. Butler oversees the Social Studies department and Student Services.
Higley, Sabrina	Assistant Principal	As Assistant Principal, Mrs. Higley supports professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She assists the principal and other administrative team members with the daily operations of the school including effective and standards-based instruction. She participates in and facilitates professional learning communities to review data, identify barriers to learning, and improve instruction. She also participates in learning walks and classroom observations with the purpose of providing targeted feedback for improved student outcomes. Mrs. Higley ensures effective instruction is delivered using culturally competent methods and equity and access are provided for all students. Mrs. Higley oversees the Science and ESOL departments.
Fleming, Amy	Other	The ESE Contact 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. Collaborates with teachers to provide suggested strategies and accommodations to best meet individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working

Name	Position Title	Job Duties and Responsibilities
		relationships by consulting regularly with internal and external customers such as students, parents, teachers, counselors, related service providers, agencies, etc.
Griffith, Cari	ELL Compliance Specialist	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
Garcia, Sarah	Assistant Principal	As Assistant Principal, Ms. Garcia Supports professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She assists the principal and other administrative team members with the daily operations of the school including effective and standards-based instruction. She participates in and facilitates professional learning communities to review data, identify barriers to learning, and improve instruction. She also participates in learning walks and classroom observations with the purpose of providing targeted feedback for improved student outcomes. Ms. Garcia ensures effective instruction is delivered using culturally competent methods and equity and access are provided for all students. Ms. Garcia oversees the World Language and Elective departments including Industry Certifications. She also oversees our PBIS initiatives.
Louis, Willow	Assistant Principal	As Assistant Principal, Mr. Louis Supports professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He assists the principal and other administrative team members with the daily operations of the school including effective and standards-based instruction. He participates in and facilitates professional learning communities to review data, identify barriers to learning, and improve instruction. He also participates in learning walks and classroom observations with the purpose of providing targeted feedback for improved student outcomes. Mr. Louis ensures effective instruction is delivered using culturally competent methods and equity and access are provided for all students. Mr. Louis oversees the Language Arts and Reading departments.
Wehr, Sheena	Assistant Principal	As Assistant Principal, Dr. Wehr Supports professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She assists the principal and other administrative team members with the daily operations of the school including effective and

Name	Position Title	Job Duties and Responsibilities
		standards-based instruction. She participates in and facilitates professional learning communities to review data, identify barriers to learning, and improve instruction. She also participates in learning walks and classroom observations with the purpose of providing targeted feedback for improved student outcomes. Dr. Wehr ensures effective instruction is delivered using culturally competent methods and equity and access are provided for all students. Dr. Wehr oversees the Mathematics department.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

? The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and
works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman
Douglass High School Public Safety Act to have more mental health professionals in schools.
? Through Parent Trainings we support families with educational workshops facilitated by our school counselors,
Behavior Health Professional, ESOL, ESE, and the Administrative Team.
? Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
? A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and
community support services for families of migrant students. These supports are supplemental to school-wide
supports for students and families.
? School district officers are 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.
? Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of qualifying families and students are met. These supports are supplemental to school-wide supports for students and families.
? Our School Advisory Council (SAC) meets monthly and reviews

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 is 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 toward shared decision-making
• Supporting professional learning and improvement
Monitoring will take place throughout the year. We will monitor mastery of grade-level benchmarks through the use of interim Assessments and district Diagnostics: FSQs, USAs, NGSQs, 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 (PMs 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 some SWD is the FSAA. The FSAA is used to assess SWD proficiency in all content areas including English Language Arts, Mathematics, Science, and 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. All data and student performance is analyzed and discussed during Professional Learning Community (PLC) meetings where teachers plan collaboratively to ensure students are meeting academic goals.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	71%
2022-23 Economically Disadvantaged (FRL) Rate	65%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	52	50	56	55	51	56		
ELA Learning Gains				55			50		
ELA Lowest 25th Percentile				46			37		
Math Achievement*	41	38	38	50	42	38	42		
Math Learning Gains				59			27		
Math Lowest 25th Percentile				52			23		
Science Achievement*	73	68	64	71	43	40	67		
Social Studies Achievement*	71	67	66	75	53	48	70		
Middle School Acceleration					46	44			
Graduation Rate	95	90	89	97	65	61	98		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
College and Career Acceleration	69	71	65	73	69	67	69		
ELP Progress	16	40	45	65			40		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	699
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	97

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	44			
ELL	41			
AMI				
ASN	88			
BLK	60			
HSP	56			
MUL	67			
PAC				
WHT	75			
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	46			
ELL	51			
AMI	63			
ASN	81			
BLK	57			
HSP	62			
MUL	74			
PAC				
WHT	70			
FRL	59			

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	54			41			73	71		95	69	16
SWD	22			19			48	47		32	6	
ELL	20			27			54	38		42	7	16
AMI												
ASN	79			76			97	85		94	6	
BLK	47			34			67	64		53	6	
HSP	48			35			65	67		67	7	17
MUL	50			33			83	70		83	6	
PAC												
WHT	63			52			82	80		76	6	
FRL	44			32			64	62		57	7	20

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	56	55	46	50	59	52	71	75		97	73	65
SWD	28	43	33	29	51	44	41	54		90	46	
ELL	18	48	48	32	57	41	41	57		96	60	65
AMI	58	67										
ASN	75	63		85	74		79	83		100	91	
BLK	46	54	48	36	52	46	63	67		95	63	
HSP	50	55	48	45	58	52	65	72		96	72	70
MUL	67	54		71	76		73	83		94	71	
PAC												
WHT	66	55	45	62	61	64	83	84		97	79	
FRL	46	52	46	43	56	52	62	68		95	67	61

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	56	50	37	42	27	23	67	70		98	69	40
SWD	27	33	24	26	22	17	40	37		99	41	
ELL	22	35	30	27	30	28	46	42		92	61	40

						2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	65	54		48	27		82	85		100	84	
BLK	45	46	32	29	23	28	54	65		97	53	
HSP	50	46	36	40	27	22	63	64		97	68	37
MUL	71	69		50	36		76	79		100	82	
PAC												
WHT	68	54	42	53	30	15	77	76		98	77	
FRL	47	49	36	34	26	23	59	61		97	60	39

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	57%	50%	7%	50%	7%
09	2023 - Spring	50%	48%	2%	48%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	48%	-13%	50%	-15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	50%	-2%	48%	0%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	63%	7%	63%	7%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	62%	8%	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.

When looking at historical data and trends for Palm Beach Central High School:

FY21 FY22 FY23
ELA
9 54 58 50
10 55 51 57
SWD 23 26 21
ELL 11 11 17
Black 44 45 47
Hisp. 48 48 46
White 67 66 63

Math
Alg. 40 39 36
Geo. 41 56 48
SWD 22 26 21
ELL 20 26 21
Black 28 33 35
Hisp 39 44 37
White 53 62 55

Biology 66 70 71
SWD 36 42 45
ELL 36 31 33
Black 54 63 66
Hisp. 62 64 62
White 77 82 80

Our areas of lowest performance were Algebra 1, followed by Geometry. Although Algebra 1 had the

lowest performance, Geometry had the biggest drop from 56% in FY22 to 48% in FY23. While ELA increased by 7% in 10th grade, it dropped by 8% for 9th grade. Performance in Biology has remained stagnant from FY22 to FY23 while US History dropped by 4%.

While our overall performance in ELA remained stagnant from FY22 to FY23, we saw significant increases in ELL performance as well as 10th grade and this is reflected in the overall ELA trends for that subgroup.

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

The area that showed the greatest decline from the previous year was Geometry going from 56% to 48%. One of the factors that led to this decline was staffing challenges. A Geometry teacher resigned mid-year in FY23 which left several sections of the course without a certified teacher. Students had to be absorbed by other teachers which increased the number of students in each class. Another contributing factor was poor attendance during tutorials and lack of support for new teachers entering the profession or new to teaching Geometry.

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.

The data component that showed the greatest gap when compared to the state average was Algebra I. Palm Beach Central High School was at 36% while the state average was 54%. This is a significant difference of 18%. Our Algebra I scores have been declining over the last three years. A contributing factor to this is that a large percentage of our incoming Freshmen have already been accelerated in Middle School and have already taken Algebra 1. Additionally, because FY23 was the first time students were tested on B.E.S.T. standards, we need to ensure our teachers are receiving targeted professional development and reviewing standards and best practices during Professional Learning Communities (PLCs). Our students enrolled in the course need additional support in the sense of pull-outs, targeted tutorials, and additional foundational skills.

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

Our greatest area of improvement was in 10th grade Reading and ELL Reading. 10th grade increased by 6% from 51% in FY23 to 57% in FY24. Our ELLs increased by 6% from 11% to 17%. The factors contributing to this increase were initiatives put into place to incentivize students. Palm Beach Central also created small pull-out tutorials for Reading and worked with district specialists to provide targeted support. ELLs received instruction from ESOL certified teachers and practiced using native language resources with scaffolded instruction. Our ESOL teachers received regular support from the Multicultural Department and aggressively monitored student learning throughout the year

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

When reflecting on our Early Warning Systems, two potential areas of concern are core F's and Out-of-School suspensions; specifically in our Black and SWD subgroups. Our Black students are being suspended at a rate of approximately 6% more than our other subgroups and our SWD males an average of 4% more. These two subgroups are also failing courses at a higher rate. The two are inextricably linked because by missing school, they are missing instruction, and therefore performing poorly in core courses.

In order to rectify this, we will be focusing on PBIS systems to increase a positive culture and reduce negative behaviors. With attendance increasing and OSS decreasing, students' grades will also increase along with a sense of Bronco PRIDE (Positivity, Respect, Integrity, Dedication, and Excellence).

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

Our highest priorities for the upcoming school year are Algebra I and Reading performance. Our target for Algebra I is to close the gap between our school and the state by increasing our proficiency by 5% by May of 2024 as measured by the EOC. If we achieve our goal of 41%, this will be the first time our school has surpassed 40% proficiency in Algebra I in three years.

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

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, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

The results for our Algebra I EOC were 36% in FY23, which is the lowest performance in the the last 3 years (40% in FY21 and 39% in FY22). We will be ensuring that Algebra I teachers are delivering quality benchmark-aligned instruction and will provided targeted professional development and support around B.E.S.T standards and best practices. Our target for Algebra I performance in FY24 is 41% with a 5% increase.

Our ELA performance in FY23 was 53%. Our goal for FY24 is a 7% increase overall to 60%, with a 4% increase for our SWD students.

Our second instructional priority is 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 goal is to be strategic and focus on standard-based instruction to

ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

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

By December of 2023, students will achieve 35% proficiency in Algebra I as measured by the district midterm exam.

By May of 2024, students will achieve 41% proficiency in Algebra I as measured by the Algebra I EOC increasing our overall performance by 5% from FY23 to FY24.

By January of 2024, as measured by PM 2, students will achieve 55% proficiency in ELA

By May of 2024, as measured by PM 2, students will achieve 60% proficiency in ELA.

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

This area of focus will be monitored with fidelity through classroom observations, Professional Learning Communities, and progress monitoring. We will use a continuous improvement model to ensure that teachers are planning benchmark-aligned instruction, delivering content through excellent instructional practices, and monitoring formative assessments and student performance to determine where remediation is needed.

Person responsible for monitoring outcome:

Reginald Myers (reginald.myers@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, process, and product.
2. ELA and Math tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

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

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards-based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the state assessments
2. Students who participate in tutoring programs have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs are used with fidelity. The Reading Plus program and the incorporation of writing strategies such as CLS are
effective tools that enable teachers to differentiate instruction based on a students' specific area of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make
decisions to improve student achievement and 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.

Classroom Observations and feedback

Person Responsible: Sheena Wehr (sheena.wehr@palmbeachschools.org)

By When: Ongoing throughout the school year

1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. DILs and resource teachers will assist with standards-based planning to build teachers
capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and
develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Reginald Myers (reginald.myers@palmbeachschools.org)

By When: PLCs and Professional Development will begin immediately in the new year. PDs will be determined based on data and observations of classroom walks. PLC's and PD will continue.

#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, if we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

In order to increase positive behaviors and decrease absences and OSS, we will implement Positive Behavior Support strategies to encourage desired outcomes.

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

By January 2024, students with 11+ days of absences will have decreased by 3%
By May 2024, students with 11+ days of absences will have decreased by 8%

By January of 2024 students with days of OSS will have decreased by 3%
By May 2024 students with days of OSS will have decreased by 8%

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

Student attendance will be monitored with fidelity by teachers and administration. Teachers will make contact with parent/guardians when students are absent for 3+ days in a 10-day period. Teachers will refer students to administration after parent contact. Administration will have scheduled pulling of attendance and suspension data. Students with perfect attendance will be recognized/rewarded along with honor roll performance.

Student discipline and OSS days will be monitored through the use of Positive behavior supports and the use of student conductor for minor behaviors. If we reduce minor behaviors before they escalate, our OSS days will be reduced.

Person responsible for monitoring outcome:

Sabrina Higley (sabrina.higley@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. Choice Programs /AVID /LIA/Character Development, etc.
2. Schoolwide Discipline Plan
3. Schoolwide Attendance Plan
4. CHAMPS
5. SWPBS
6. Parent Involvement
7. 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. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students.
2. Our LIA/AVID/Character Dev. encourage and ensure that students are proud of their school and

heritage and promote community service and higher education

consistently. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

3. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions.

4. 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.

SwPBS Action Steps:
a. Grade-level assemblies are conducted to review expectations
b. Teachers reinforce expected behaviors in and out of the class through positive rewards
c. Trimester celebrations are held
e. Ongoing student recognition through positive behavior in SIS.

Person Responsible: Sarah Garcia (sarah.garcia@palmbeachschools.org)

By When: Ongoing throughout the school year.

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: Reginald Myers (reginald.myers@palmbeachschools.org)

By When: By May 2024