

The School District of Palm Beach County

West Boca Raton High School



2023-24

Schoolwide Improvement Plan (SIP)

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West Boca Raton High School

12811 GLADES RD, Boca Raton, FL 33498

<https://wbrh.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.

West Boca Raton Community High School is committed to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

West Boca Raton Community High School is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish. We will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

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

...WE SEE YOU.

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
Agnew, Lyle	Assistant Principal	Responsible for overseeing all students, to all relevant items in SIP pertaining to students enrolled in Credit lab and summer graduation. Ensures safety and security measures are executed as the Safety Committee Chair.
Canepa, Fallon	School Counselor	As head of our guidance department she is responsible for ensuring that students are on track both mentally and academically by bridging the gap between students/ parents and teachers. To support our SIP by ensuring post secondary ready students.
Capitano, Edmund	Principal	The principal monitors to ensure alignment of SIP goals to school data. This guides a collaborative discussion of school accountability achieved by networking with community, teachers and students to provide successful outcomes for all stakeholders in a safe environment.
Dorfberger, Bradly	Assistant Principal	Responsible for overseeing all students in alpha, to all relevant items in SIP pertaining to students enrolled in Mathematics. Provides leadership through classroom walkthroughs and data-analysis. Ensures safety and security measures are executed daily.
D'Annunzio, Thomas	Assistant Principal	Responsible for overseeing all students in alpha, to all relevant items in SIP pertaining to ESE students. Provides leadership through classroom walkthroughs and data-analysis. Ensures safety and security measures are executed daily.
Ostrow, Rachel	Assistant Principal	Responsible for overseeing all students in alpha, to all relevant items in SIP pertaining to students enrolled in Social Studies and ESOL students. Provides leadership through classroom walkthroughs and data-analysis. Ensures safety and security measures are executed daily.
Sawyer, Tasia	Assistant Principal	Responsible for overseeing all students in alpha, to all relevant items in SIP pertaining to students enrolled in Science. Provides leadership through classroom walkthroughs and data-analysis. Works with master board, tutorials and acceleration of students. Ensures safety and security measures are executed daily.
Cohen, Jason	Teacher, K-12	Responsible for overseeing the Mathematics department and utilizing data to drive professional development and instruction.
Faustin, Janice	Teacher, K-12	Responsible for overseeing the Science department and utilizing data to drive professional development and instruction.
Israel, Tyrza	Teacher, K-12	Responsible for overseeing the English department and utilizing data to drive professional development and instruction.

Name	Position Title	Job Duties and Responsibilities
Jacques, Angela	Teacher, K-12	Responsible for overseeing the Social Studies department and utilizing data to drive professional development and instruction.
Womble, Michael	Teacher, K-12	Responsible for overseeing the Social Studies department and utilizing data to drive professional development and instruction.
Keller, Daniel	Graduation Coach	Responsible for overseeing all students in 11th and 12th grade to ensure they are on track for graduation, to all relevant items in SIP pertaining to students meeting graduation requirements. Ensures safety and security measures are executed daily.
Salcedo, Adriana	Other	Oversees staff and student functions, member of SAC and PTSA president.
Malek, Marisa Malek	Administrative Support	As our Single School Culture Coordinator, she is responsible for ensuring that our SIP is executed through school wide professional development and standard driven instruction for all students.
Fitzpatrick, Brian	Assistant Principal	Oversight of co-located mental health provider. EDW/PM Unify contact. Oversight of the Healthy School Team. SIP updates. Student discipline by assigned alpha. Oversight of ELA and Reading departments.

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.

Our School Behavior Health Professional (SBHP) and Co-located Mental health Professional (MHP) continues to support the behavioral and mental health of all our students. By consistently providing support before and after school. In addition, we have held Mental Health Symposiums to bring awareness to both families and students as to what resources are available. 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 family engagement nights and class nights we train our families on how to access pathways, contacts, resources, grades and scholarships with the assistance of our school counselors, BHP and MHP, coaches, ESOL and ELL coordinators, teachers, staff, administrative team and our language facilitators.

The family engagement night also fed into the ESOL presentation with which all stakeholders were present to learn about our district, the SIS platform and graduation requirements.

We have a resource officer on campus everyday who ensures the safety and security for all students and staff. We currently have a single point of entry where everyone entering is required to have a district or school issued ID.

Finally, we have our PTSA (Parent, Teachers and Students Association) and our SAC (School Advisory Committee) who both collaborate and promote our single school culture and climate.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our School Improvement Plan is a living breathing document. Whenever there are changes based on monitoring our SIP is updated to reflect the changes. This is mostly observed when the SIP is created and during the mid year reflection. We are data driven and based on local district assessments, classroom observations and interactions with our staff, community and vendors we are able to take feedback and adjust the SIP as necessary. West Boca is comprised of staff, teachers, administrators, parents and students, who all see how important it is to meet our goals and area of focus. By being transparent and aligning our data to the district's mission and vision we are able to adjust instructional practices to best fit the needs of all our studnets.

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	55%
2022-23 Economically Disadvantaged (FRL) Rate	48%
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) 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*	72	52	50	77	55	51	71		
ELA Learning Gains				70			53		
ELA Lowest 25th Percentile				65			39		
Math Achievement*	58	38	38	70	42	38	56		
Math Learning Gains				63			26		
Math Lowest 25th Percentile				58			23		
Science Achievement*	89	68	64	85	43	40	82		
Social Studies Achievement*	83	67	66	82	53	48	70		
Middle School Acceleration					46	44			
Graduation Rate	98	90	89	98	65	61	98		
College and Career Acceleration	83	71	65	84	69	67	82		
ELP Progress	43	40	45	54			50		

** 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	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	526

2021-22 ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	98

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	806
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	54			
ELL	63			
AMI	35	Yes	1	
ASN	95			
BLK	73			
HSP	72			
MUL	86			
PAC				
WHT	75			
FRL	69			

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	56			
ELL	70			
AMI				
ASN	88			
BLK	70			
HSP	70			
MUL	77			
PAC				
WHT	78			
FRL	69			

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	72			58			89	83		98	83	43
SWD	38			23			58	51		57	6	
ELL	50			53			80	71		48	7	43
AMI	40			30							2	
ASN	88			88			96	100		95	6	
BLK	60			36			81	77		88	6	
HSP	68			57			83	78		81	7	43
MUL	76			70			100	92		77	6	
PAC												
WHT	76			62			94	86		83	7	26
FRL	63			50			79	78		76	7	39

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	77	70	65	70	63	58	85	82		98	84	54
SWD	41	57	49	47	63	64	53	48		93	49	
ELL	58	72	69	66	76	79	66	63		100	63	54
AMI												
ASN	90	76		84	61		100	100		100	92	
BLK	65	59	74	56	55	36	88	83		100	80	
HSP	70	68	60	64	62	53	82	79		99	77	52
MUL	79	62		60	36		100	81		100	100	
PAC												
WHT	83	73	70	76	67	65	85	85		96	87	67
FRL	66	66	59	67	62	54	84	76		96	77	54

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	71	53	39	56	26	23	82	70		98	82	50
SWD	29	35	26	30	22	13	54	39		100	55	
ELL	44	54	46	46	32	30	72	56		96	64	50
AMI												
ASN	88	67					94	95		100	92	
BLK	68	52	30	48	20	17	74	62		100	81	
HSP	69	52	45	54	28	28	84	71		99	81	52
MUL	74	59		50	25			73		100	87	
PAC												
WHT	72	54	38	59	27	19	81	69		97	82	47
FRL	62	50	39	45	21	17	73	60		97	73	43

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	72%	50%	22%	50%	22%
09	2023 - Spring	72%	48%	24%	48%	24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	48%	-1%	50%	-3%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	50%	16%	48%	18%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	63%	23%	63%	23%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	62%	20%	63%	19%

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 component that showed the lowest performance was Mathematics. As we had a 12% decrease from FY22 to FY23 in students scoring a level 3 and higher on the state math EOC exam (both exams were different). There were many contributing factors to this incident from staffing shortages which resulted in core classes not having rigorous instruction. Students that have still missed foundational instruction in prior math courses due to the COVID pandemic in FY20. This year was also the first year of instruction under B.E.S.T standards for both Math and ELA. In addition, assessments were also new utilizing adaptive technology. As a result, it was a learning year for both students and teachers. With this

being the first year of the BEST EOC's there is not prior data for comparison. However, West Boca Raton HS had 47% of our students scoring a level 3 and higher compared to our district of the first time HS test takers that scored 28.7% in Algebra. We also had 66% of our students score a level 3 and higher compared to the district that scored 45.4% in Geometry. Outperforming the district in both tested areas.

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

Restating the data component that showed the greatest decline from the prior year was Mathematics. As we had a 12% decrease from FY22 to FY23. There were many contributing factors to this incident from staffing shortages which resulted in core classes not having rigorous instruction. Students that have still missed foundational instruction in prior math courses due to the COVID pandemic in FY20. This year was also the first year of instruction under B.E.S.T standards for both Math and ELA. Assessments were also new utilizing adaptive technology. In addition, students are required to take Algebra 1 as an incoming freshman, there are no remedial math courses available to students who are not quite ready for Algebra. As a result, it was a learning year for both students and teachers.

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

Our school's proficiency rate for Algebra was 47.4% last year, which is lower than the state average of 49%. Contributing factors included staffing needs in the math department, which directly impacted the rigor of instruction.

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

The data component that showed the most improvement was acceleration. Where we increased 2% from FY22 to FY23. The reason for the increase is that West Boca Raton makes it a practice to encourage and promote all students to take multiple forms of acceleration. Whether it is Advance Placement, AICE or Industry Certification, we increased our courses dramatically. We offered AICE Spanish Literature, AICE A Level Portuguese, AICE level Spanish, AP Human Geography and our newest Academy of Aviation & Technology to support equity and access. This year we will be offering AICE Marine A, AICE Sociology & AICE Environmental Management AS.

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

ELL students represent 11% of the student population, but also ELL males have the highest rate of absenteeism (7.4%) and the lowest rate of proficiency in ELA on FAST PM3 (35%).

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

At West Boca Raton Community High School we focus on safety first, school climate and ultimately student achievement to promote post graduate success. We will continue to do standards based instruction and provide PD to support this in classrooms, collaborative planning and during data chats with students and parents.

All administrative staff are assigned to not only support students and build relationships, but to further support staff to ensure equitable and equal opportunity for all our students by positively impacting:

1. Increasing Math achievement from 58% in FY23 to 75% in FY24. It is instrumental for students to have basic foundations math skills to promote responsible citizenship and productive careers. Students with math skills allow themselves to think analytically and have better reasoning abilities. This is essential as it allows them to problem solve and be critical thinkers.
2. Increasing Mental Health support for students allows us to specifically support students who could be

struggling with a few or many challenges such as stress, anxiety or depression. Students who show these signs may not have the skills or guidance needed to foster their independence and promote a positive school life. The focus is to identify these students early in their classrooms either through teacher identification, or through a secondary contact. It is only when we survey our students that we can provide them with the best pathway to achieving academic, mental and physical success by giving them the coping strategies needed to get through there day.

3. Providing plans to students to guide them on a successful path. It is proven through data chats that students if given a goal will work towards that goal but more importantly if they set the goal themselves, they are more susceptible to fulfilling that goal. Students who set goals early on in their academic years, with teacher guidance, parent involvement and constant reflection are able to make career choice and decisions to help support post graduate success.

4. Creating a transparent and consistent form of communication to our students, faculty, parents and communities via Principal's newsletter, school's marquee, callouts and via school news announcements. It's not only important to maintain this communication but to make sure that we are utilizing every possible form of media available to our students, staff, parents, communities and business partners.

Area of Focus

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

#1. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

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

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

To improve Algebra proficiency from 47% in FY23 to 60% in FY24. All high school students require an Algebra EOC achievement score of level 3 or higher or equivalent concordant score to meet one of the requirements for graduation. Our goal is to increase our FAST Math achievement from 58% in FY23 to 75% in FY24. Our students will also increase their math learning gains and increase their low 25% learning gains in math, aligned with the District's Strategic Plan Theme A: Academic Excellence and Growth, Goal 1- Ensure all Students engage in teaching and learning that results in academic excellence

Measurable Outcome:

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

- 1) To outperform the district on the FY24 winter Algebra 1 and Geometry Diagnostics
- 2) To show an increase in pass rates on Algebra 1 and Geometry EOC assessments in FY24.

Monitoring:

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

Teachers will monitor students' performances using district created USA's from Performance Matters. The teachers will utilize differentiated instruction for students needing extra supports, provide tutorials and utilize a variety of platforms to support student achievement utilizing Khan Academy. Administrators will monitor via classroom walkthroughs, data chats with students and monitoring of student performance via online assessments and paper base assessments

Person responsible for monitoring outcome:

Bradly Dorfberger (bradly.dorfberger@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.)

Incorporate small group instruction. Continue push in model for Math Block for SWD and ELL learners. Ensure all USA's are given within the window. Continue to offer peer to peer FAST tutorials after school. Provide mandatory professional development for math teachers that have students taking FAST EOC assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through consistent interventions by each teacher in Math, the unique needs of each student will be met, through tutorials and direct supports by utilizing the following strategies: 1) By incorporating small group instruction based on USA data to identify areas of weakness on standard based instruction. The online USA's have had a direct correlation of students' performance on the FAST as they are all standards based assessments. 2) Teachers that participate in professional development will have the opportunity to provide valuable resources, exemplars to students, build a collaborative network and make informed decisions to improve student performance.

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) By incorporating small group instruction: a) Students will be assessed with district created standards-based online assessments using USA's. b) Teachers will analyze data from performance matters, Khan academy to determine standards for reteaching. c) Teachers will demonstrate how modifications and accommodations are made for all students in their lesson plans. d) Teachers will continue to assess students informally and formally through classroom interaction and projects if applicable. e) Monitoring will occur through classroom walkthrough if in the building, review of lesson plans and student data analysis.

Person Responsible: Bradly Dorfberger (bradly.dorfberger@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. This will be monitored and updated based on data analysis of USA's. This will continue throughout the year.

2) Professional Development for teachers:

a) Teachers can work together on collaborative planning to build resources and develop lessons that are rigorous and standards-based.

b) Teachers can take professional development specifically based on content, leadership, equity, SEL, collaboration, technology and assessment so there is an opportunity for all groups to build teacher capacity.

c) The PD team will build professional learning opportunities for our available PD days that utilize research based strategies.

d) School leadership, academy coordinator, counselors and the graduation coach will monitor data analysis of student progress and provide timely actionable feedback.

Person Responsible: Bradly Dorfberger (bradly.dorfberger@palmbeachschools.org)

By When: Professional development starts for teachers as early as pre-school and continues throughout the school year.

#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.

Our goal is to increase student academic achievement by increasing the number of students receiving mental health supports.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

We have also integrated Suite 360 which encompassed Mental & Emotional Health Education, Child Trafficking Prevention, Substance Abuse Prevention and Intervention which we will continue to do this year.

Measurable Outcome:

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

To ensure all students at West Boca feel safe, welcomed and supported during the school year. With an increase in services, students are likely to be less anxious, depressed and stressed and more likely to increase their physical, mental and emotional well being to commit to personal goals.

Monitoring:

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

Tracking logs will be kept by our guidance, bhp and co-located to see if there is any correlation to the number of visits to guidance versus improvement in academic outcomes based on exit surveys.

Person responsible for monitoring outcome:

Fallon Canepa (fallon.canepa@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) Create groups specific for students needing support in certain aspects (anxiety, depression, stress etc)
- 2) Build SEL activities into google classrooms to identify students who may need support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- 1) Through specific interaction held by counselors, our BHP, and our MHP students will be identified as to what support is needed for them.
- 2) Teachers will build relationships with students to identify trends in behavior to build referrals to counseling team.

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) Through specific interaction held by counselors, our BHP, and our MHP students will be identified as to what support is needed for them.
 - a) All Students will take an entrance survey created by our mental health professionals.
 - b) Counselors will create a pathway to refer students to BHP or MHP.
 - c) Teachers will continue to monitor student progress in class.
 - d) Weekly/frequent communication should be made to a student to establish a relationship.
 - e) Monitoring will occur by leadership using class visits, Caring first, SIS, entrance and exit surveys, as well as continual, follow up

Person Responsible: Fallon Canepa (fallon.canepa@palmbeachschools.org)

By When: this will be monitored continuously throughout the year, at pre-determined monthly guidance department meetings.

- 2) Teachers will build relationships with students to identify trends in behavior to forward referrals to the counseling team.
 - a) Teachers will incorporate SEL activities into their google classroom
 - b) All Teachers will be given professional development opportunities in Youth Mental Health First Aid to recognize signs of student distress.
 - c) Teachers can work together collaboratively to support students' needs
 - d) Create posters and communication to advertise supports available for students
 - e) Build up our Safe school ambassador program to reach out to students
 - f) Ensure faculty and staff are aware of the referral process.
 - g) Post Bull Pride posters throughout google classrooms, and all physical classrooms
 - h) Monitoring will occur by leadership using class visits, Caring first, SIS, entrance and exit surveys, as well as continual, follow up.

Person Responsible: Fallon Canepa (fallon.canepa@palmbeachschools.org)

By When: This will be reviewed prior to the mid year reflection of the SIP.