

The School District of Palm Beach County

Dr. Joaquin Garcia High School



2023-24

Schoolwide Improvement Plan (SIP)

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Dr. Joaquin Garcia High School

4906 LYONS ROAD, Lake Worth, FL 33467

https://brha.palmbeachschools.org/school_info

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.

Our Mission at Dr. Joaquín García High School is to educate, affirm and inspire each student in an equity-embedded school.

Dr. Joaquín García High School seeks to do the following:

1. Establish a welcoming and inclusive environment through personalized connections for all students.
2. Provide a robust offering of academic, athletic and extracurricular programs to allow our students the complete educational experience.
3. Provide a comprehensive wrap-around approach for students so that they are supported, seen and heard in a new school environment.
4. Focus on student outcomes as measured by class grades, state and national exams (AICE, AP) so that all students may be highly competitive in college and career options.
5. Provide lifelong learning & organizational skills through AVID strategies and best instructional practices.
6. Foster a spirit of respect, responsibility and collaboration among all faculty and staff.

Provide the school's vision statement.

Our vision is to be Palm Beach County's flagship high school by providing the best options and outcomes for all of our students.

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
Otero, Oscar	Principal	The Principal will monitor and work with all staff to ensure implementation of the School Improvement Plan support. The Principal will oversee all budgetary and operational aspects of the school. The Principal is the Instructional Leader of the school and will oversee the execution and monitoring of all strategies and action steps towards the continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources and materials. The Principal will also monitor the systems and culture of the school ensuring a hospitable climate while cultivating leadership in others.
Bullard, Elizabeth	Assistant Principal	As Assistant Principal, Mrs. Bullard oversees the Mathematics Department, Educator Support Program, Professional Development, school textbooks and Bus Transportation.
Clawson, Corey	Assistant Principal	As Assistant Principal, Mr. Clawson oversees activities, leases, master board, graduation, Guidance, and the Science Department where he monitors student performance in Biology. He also coordinates the school's curriculum and testing programs.
Machado, Jeanette	Assistant Principal	As Assistant Principal, Mrs. Machado oversees the English (ELA), World Language, ELL, Dual Language, and Performing Arts Departments. She also coordinates safety trainings.
Starr, Matt	Assistant Principal	As Assistant Principal, Mr. Starr oversees the Social Sciences, Reading, and Athletics Departments. He also coordinates School-wide Positive Behavior Systems, Student Services, and facilities.
Joslin, Lizveth	Other	As the ESOL Coordinator, Ms. Joslin ensures that the English Language Learners (ELL) are tested and analyzes the data to ensure that they are appropriately placed into their classes. She also collaborates with the general education teachers and the ESOL teachers to implement best practices and effective interventions for students.
Luchina, Eric	Dean	As Dean, Mr. Luchina monitors and administers student discipline. He also assist with School-wide Positive Behavior support and duties assigned by the Principal.
Merman, Matthew	Magnet Coordinator	As the Magnet Coordinator, Mr. Merman supports teachers with instructional goals, assist with student discipline, and duties assigned by the Principal.
Motter-Fay, Stacey	Teacher, ESE	As ESE Coordinator, Ms. Motter-Fay ensures that student IEPs are reviewed, modified, and disseminated. She also collaborates with the general education teachers and the ESE teachers to confirm that accommodations are followed and effective interventions are implemented.

Name	Position Title	Job Duties and Responsibilities
Smith, Kyle	Other	As the School-based Team Leader, Mr. Smith monitors students on SBT for behavior, academics, and attendance while implementing the Rtl process to increase student achievement.

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 Leadership Team reviewed the school's data and identified achievement gaps and areas for improvement. The data was presented to the teachers and school staff, where they have an opportunity to determine how they will address the areas for improvement in their Bulldog Collaboration Sessions. The information will be presented to parents and families with resources that can be utilized at home to assist with closing the achievement gaps. The school will work in partnership with the business and community leaders to determine ways in which they can assist with incentives for students who are closing the academic gaps.

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) will continuously be updated throughout the year to ensure proper documentation of what is conducted. We will work collaboratively to review, analyze data, and make decisions based on data to ensure that all students are receiving the appropriate supports and accommodations.

We will monitor the mastery of benchmarks through the year with teacher made assessments, USAs, Midterms, Semester exams, Reading Plus Diagnostics, Math Nation, Khan Academy, FAST Progress Monitoring, and the Florida Statewide Assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year with Progress Monitoring 1, 2, and 3 in English Language Arts. The FAST assessments will occur one to two times a year in Algebra I and Geometry.

WIDA, which is used to assess ELL students' proficiency in the areas of listening, reading, speaking, and writing, will be administered annually for the students classified as ELL. The teachers will be trained by the ESOL Coordinator to access data, modify, and implement differentiated instruction based on the results of data.

FSAA, is used to assess ESE students' proficiency in all content areas which includes English Language Arts, Mathematics, Science, Social Studies. The FSAA will be given to ESE students annually. The teachers will be trained by the ESE Coordinator to access data, modify, and implement differentiated instruction, based on the results of data.

Additionally, the Acceleration and the Graduation Rate of our students in grades 9-12 will be monitored

closely.

The Teachers will meet weekly to participate in the Bulldog Collaboration Session for their content area. Teachers will meet with their team lead and administration to discuss and analyze data, modify instruction, and create standards-based student centered activities. Best practices are shared and analyzed during Administrative Team meetings, Bulldog Collaboration Sessions, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the Bulldog Pacing Calendar which is aligned to the School District of Palm Beach County scope and sequence that is located on Blender. This ensures that there is a concrete timeline that teachers can use to provide quality instruction.

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	[Data Not Available]
2022-23 Economically Disadvantaged (FRL) Rate	[Data Not Available]
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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*		52	50		55	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		38	38		42	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		68	64		43	40			
Social Studies Achievement*		67	66		53	48			
Middle School Acceleration					46	44			
Graduation Rate		90	89		65	61			
College and Career Acceleration		71	65		69	67			
ELP Progress		40	45						

* 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

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

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

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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				
ELL				
AMI				
ASN				
BLK				
HSP				

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				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												

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												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

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 analyzing the FY23 Data for incoming students in English and Math from their previous schools, the proficiency in each course was 40% and 52% respectively. In English, the trend that we saw from the data showed us that our English Language Learner, Students with Disability and Hispanic subgroups demonstrated the greatest need for improvement with a proficiency of 6%, 16%, and 33%. In Math, the trend that we noticed from the data showed us that our Students with Disability, English Language Learner, and Hispanic subgroups and demonstrated the greatest need for improvement with a proficiency of 18%, 21%, and 35% respectively.

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

We are a new school for FY24 so we do not have declining data from the previous year. When looking at the ELA Achievement data on Progress Monitoring 3, we see the following when compared to our district's data.

Overall Achievement - School: 40%, District: 49%
Grade 9 Achievement - School: 40%, District: 48%
Grade 10 Achievement - School: 40%, District: 50%

Based on the data above, the Grade 10 ELA data showed the greatest need for improvement when compared to the District's data which is a difference of 10%.

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.

When looking at the Math Achievement data on the Algebra and Geometry EOC, we see the following when compared to our state's data.

Overall Achievement - School: 52%, State: 51%
Algebra Achievement - School: 42%, State: 53%
Geometry Achievement - School: 62%, State: 49%

Based on the data above, our Geometry Achievement outperformed the state by 13%, however our Algebra Achievement was 11% below the state which demonstrated a the greatest need for improvement.

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

When looking at the ELA Achievement data on Progress Monitoring 1 to Progress Monitoring 3, we see the following data.

Overall Achievement - Progress Monitoring 1: 22%, Progress Monitoring 3: 40%
Grade 9 Achievement - Progress Monitoring 1: 30%, Progress Monitoring 3: 40%
Grade 10 Achievement - Progress Monitoring 1: 25%, Progress Monitoring 3: 40%

The data above demonstrates that we had the greatest increase in Grade 10 ELA with an increase of 15%.

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

When looking at the Early Warning System Indicators, our area of potential concern is our students who scored a level 1 or 2 on the ELA and Math State Assessments.

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Providing support in all ELA and Math classrooms focusing on the needs of our ESSA identified subgroups.

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.

When analyzing the FY23 Data for English and Math, the proficiency in each course was 40% and 52% respectively. Our priority is to incorporate Benchmark-aligned Instruction into each lesson to ensure that student achievement improves.

Measurable Outcome:

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

Student achievement in English and Math will increase to 46% in ELA and 58% in Math at the end of the year as measured on FY24 PM3 and FAST EOC's.

Monitoring:

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

This area of focus will be monitored using the following items:

Professional Learning Communities

Classroom walkthroughs

Data from USAs, PMs, and Midterms

Monitoring will be conducted biweekly to ensure time for adjustments and implementation.

Student achievement in English and Math will increase by 3% in December and by another 3% at the end of the year.

Person responsible for monitoring outcome:

Oscar Otero (oscar.otero@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.)

District Approved Instructional Materials and Resources

Teacher Collaboration

Small Group Rotations

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

District Approved Instructional Materials and Resources will ensure that all lessons are aligned to the B.E.S.T. ELA and Math Benchmarks.

Teacher Collaboration will assist with demonstrating and modeling different strategies to teach the ELA and Math Benchmarks.

District-based common assessments are standards based assessments that are aligned to the B.E.S.T. ELA and Math Benchmarks.

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.

Provide teachers with professional development on the ELA Content.

Person Responsible: Jeanette Machado (jeanette.machado@palmbeachschools.org)

By When: On a monthly basis

Provide teachers with professional development on the Math Content

Person Responsible: Elizabeth Bullard (elizabeth.bullard@palmbeachschools.org)

By When: On a monthly basis

Meet during the ELA Professional Learning Community to ensure that the AICE ELA Crosswalk, which aligns to the B.E.S.T. ELA Benchmarks, is being utilized and the benchmark gaps are being supplemented.

Person Responsible: Jeanette Machado (jeanette.machado@palmbeachschools.org)

By When: On a monthly basis

Meet during the Math Professional Learning Community to ensure strategies and possible misconceptions are being reviewed.

Person Responsible: Elizabeth Bullard (elizabeth.bullard@palmbeachschools.org)

By When: On a weekly basis

Identify standards that are below proficiency on ELA Assessments (USAs and PMs) and implement a strategic plan for review and monitoring.

Person Responsible: Jeanette Machado (jeanette.machado@palmbeachschools.org)

By When: On a monthly basis

Review Math Assessment Data.

Person Responsible: Elizabeth Bullard (elizabeth.bullard@palmbeachschools.org)

By When: On a biweekly basis

#2. 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.

We are a new school for FY24 so we do not have data from the previous year. When looking at the discipline data, we see the following:

Average number of events per month: 46
Average number of referrals per month: 51
Total number of non duplicated OSS: 27
Total number of non duplicated OSS Events: 32

In alignment to the District's Strategic Plan, our goal is to identify trends in student data to identify needs in order to support positive behaviors and create positive schoolwide behavior systems.

Measurable Outcome:

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

Student Outcomes:

Reduce the number of referrals by 3% by December 2023 and by another 3% by the end of the year.

Teacher Practice Outcomes:

By December 2023, 30% of our teachers will positively reinforce student behaviors.

By March 2024, 60% of our teachers will positively reinforce student behaviors.

Monitoring:

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

Classroom observation
Reviewing Attendance Data
Reviewing Suspension Data

Monitoring will be done through SIS and Student Conductor. We will review and monitor student discipline data at our monthly discipline meeting.

Person responsible for monitoring outcome:

Oscar Otero (oscar.otero@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. Required Instruction Florida State Statute 1003.42 and Policy 2.09
2. Schoolwide Attendance Plan
3. Schoolwide Discipline Plan
4. SWPBS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. 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.

2. Schoolwide Attendance Plan: The attendance rate is important because there is a direct correlation between students attending classes and student achievement. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in class on time and ready to learn.

3. Schoolwide Discipline Plan: A systematic approach to discipline will enhance student achievement by reinforcing and modeling the desired behavior.

4. SWPBS: will improve school climate and safety while decreasing the number of disruptive events.

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.

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

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Person Responsible: Matthew Merman (mathew.merman@palmbeachschools.org)

By When: Biweekly

Conduct Discipline Meetings to monitor and ensure the Discipline Plan is being executed.

Person Responsible: Matt Starr (matthew.starr@palmbeachschools.org)

By When: monthly

Conduct Teacher and Student spotlights

Person Responsible: Matthew Merman (mathew.merman@palmbeachschools.org)

By When: biweekly

Conduct professional development for Level 1 interventions and consequences.

Person Responsible: Matthew Merman (mathew.merman@palmbeachschools.org)

By When: Quarterly

Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms

Person Responsible: Matt Starr (matthew.starr@palmbeachschools.org)

By When: By September 10, 2023