

The School District of Palm Beach County

# Palm Beach Gardens High School



2023-24

Schoolwide Improvement Plan (SIP)

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# Palm Beach Gardens High School

4245 HOLLY DR, Palm Beach Gardens, FL 33410

<https://pbgh.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.**

Our Mission:

The School District of Palm Beach and Palm Beach Gardens High School envisions that every student graduates with their cohort, college and career ready.

#### **Provide the school's vision statement.**

Our Vision:

The School District of Palm Beach and Palm Beach Gardens High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

### 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
Blavatt, Jay	Principal	<p>Jay Blavatt will serve as the instructional Leader and our Leader of the Greater Gators (a group of Gators is called a congregation). He drives the focus of providing a Single School Culture where our Greater Gators can learn and grow as students and members of society. He provides a shared vision for using data-based decision-making, ensures implementation of intervention support and documentation, and ensures adequate professional development and communication with parents regarding plans and activities.</p>
Smith, Kim	Assistant Principal	<p>Assistant Principal Smith will monitor and data analysis to assist in driving instructional goals.                      Administrative primary contact of Beginning Teachers and ESP                      Administrative contact for Reading                      Administrative contact of alternative education                      Administrative contact SIP, PLC, and ESSER Coaches.                      Administrative contact Professional Development                      Teacher observation and evaluations                      Campus Supervision                      General supervision of students                      Monitor student's academic progress, At-Promise students, SBT,                      Prepare with counselors for ongoing list meetings                      Parent Link Designee                      Other assignments as directed by the principal</p>
Francoise-Lowery, Nuncia	Assistant Principal	<p>Assistant Principal Lowery will monitor and mentor all students, and specifically AICE and AP students, oversee the master board communicate with parents, students and teachers, lead a content specific department with a common vision.                      Principal liaison with students, parents, and community                      Administrative contact AICE &amp; AP                      Administrative contact and support of ESOL                      Administrative contact and support for guidance and counseling                      Administrative contact and support of curriculum and learning                      Administrative contact for Teacher Coverage / Substitutes                      Master Schedule Administrator                      Administrative contact of SIS/Gradebooks                      Parent Conferences/ Guidance                      Teacher observation and evaluations                      General supervision of students                      Monitor student's academic progress                      Prepare with counselors for ongoing list meetings                      Other assignments as directed by the principal</p>
Harrell, Ricardo	Assistant Principal	<p>Assistant Principal Harrell will monitor and mentor alpha-assigned, communicate with parents, students and teachers, lead a content specific department with a common vision.                      Administrative contact for Mathematics</p>

Name	Position Title	Job Duties and Responsibilities
		Administrative support of alternative education Administrative contact of personnel duty rosters Administrative support School Wide Positive Behavior Support Campus Supervision General supervision of students Monitor student's academic progress Prepare with counselors for ongoing list meetings Other assignments as directed by the principal
Brown, Charron	Assistant Principal	Assistant Principal Brown will monitor and mentor alpha-assigned, communicate with parents, students and teachers, lead a content specific department with a common vision. Other duties include campus supervision, Discipline, Supervision / Evaluation and PLC's for social studies, and Wellness Coach. Administrative contact for Social Studies Administrative contact of alternative education Administrative contact School Clinic Teacher observation and evaluations Campus Supervision General supervision of students Monitor student's academic progress Prepare with counselors for ongoing list meetings Parent Link Designee Other assignments as directed by the principal
Chamberlin, Michael	Assistant Principal	Assistant Principal Chamberlin will monitor and mentor alpha-assigned O-Z communicate with parents, students and teachers, lead a content specific department with a common vision
DAILY, MICHELE	Graduation Coach	Graduation Coach will monitor and track juniors and seniors progress in meeting the reading score and math score for graduation, as well as other graduation requirements working with the guidance counselors.
Locke, Randal	Administrative Support	ELL Coordinator monitors state and local ESOL compliance. Provides support to ELL students, parents and community.

**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, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School

Culture Coordinators and the Administrative Team.

? Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of 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.

? A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made

aware of this in our assemblies. The System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently

? Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District & Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

We have in place the Positive Behavior Support System. The PBS Team provides all stakeholders (staff, students, parents, and community ) with professional development on the Behavior Matrix and behavior expectations, which focuses on being Respectful, Responsible, and Safe throughout the building ( classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after-school program. The School-Based Team (SBT) meets bi-weekly to discuss students with academic, social, and behavioral concerns. Another method of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselors. A student mentoring program is also in place to provide pre-identified students with guidance and support as well as a Professional Mental Health Professional staff member to support students with counseling services and behavioral mental health needs.

### **SIP Monitoring**

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

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis

- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, Semester exams, Reading Plus Diagnostics, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM 3, 1, 2, in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

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

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

In addition we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C- Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

<b>Demographic Data</b>	
Only ESSA identification and school grade history updated 3/11/2024	
<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	83%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	99%
<b>Charter School</b>	No
<b>RAISE School</b>	No

<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (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)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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*	37	52	50	39	55	51	40		
ELA Learning Gains				46			39		
ELA Lowest 25th Percentile				35			35		
Math Achievement*	26	38	38	14	42	38	20		
Math Learning Gains				22			17		
Math Lowest 25th Percentile				19			26		
Science Achievement*	48	68	64	43	43	40	50		
Social Studies Achievement*	41	67	66	46	53	48	35		
Middle School Acceleration					46	44			
Graduation Rate	90	90	89	95	65	61	97		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
College and Career Acceleration	53	71	65	51	69	67	57		
ELP Progress	33	40	45	35			43		

\* 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)	CSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	95

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	4	
ELL	28	Yes	4	1
AMI				
ASN	68			
BLK	43			
HSP	48			
MUL	53			
PAC				
WHT	57			
FRL	43			

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	32	Yes	3	
ELL	32	Yes	3	
AMI				
ASN	75			
BLK	34	Yes	2	
HSP	47			
MUL	49			
PAC				
WHT	52			
FRL	38	Yes	1	

**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	37			26			48	41		90	53	33
SWD	17			11			30	24		27	6	
ELL	15			15			23	14		39	7	33
AMI												
ASN	68			55			82	50		62	6	
BLK	30			19			41	35		37	7	48
HSP	37			27			46	42		68	7	29
MUL	42			31			46	36		71	6	
PAC												
WHT	51			41			63	64		66	7	18
FRL	33			23			46	34		45	7	31

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	39	46	35	14	22	19	43	46		95	51	35
SWD	19	34	27	14	34		21	24		91	22	
ELL	11	35	36	7	33		16	21		83	43	35
AMI												
ASN	63	51					76	80		96	83	
BLK	34	42	34	12	19	19	32	34		96	38	17
HSP	37	51	47	11	24		49	54		92	56	46
MUL	48	30		9			50	56		93	56	
PAC												
WHT	52	47	24	25	25		62	68		95	69	
FRL	36	44	35	11	20	21	38	42		94	45	35

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	40	39	35	20	17	26	50	35		97	57	43
SWD	18	31	31	18	25	26	38	26		95	31	
ELL	13	34	39	11	24	38	13	24		97	31	43

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	76	69		39	36		60	33		100	81	
BLK	31	35	30	12	17	29	38	25		97	43	37
HSP	38	39	41	22	18	19	51	42		96	64	50
MUL	57	46		29	10		100	50		100	67	
PAC												
WHT	57	45	61	34	18	10	71	55		96	79	
FRL	35	37	33	16	19	26	42	31		96	51	42

**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	37%	50%	-13%	50%	-13%
09	2023 - Spring	36%	48%	-12%	48%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	48%	-28%	50%	-30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	50%	-17%	48%	-15%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	63%	-18%	63%	-18%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	62%	-23%	63%	-24%

### 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.**

FY23 Fast/PM 3/EOC FY22 FSA/EOC FY21 FSA/EOC FY19 FSA/EOC

ELA

Achievement 36 39 40 41

LG N/A 34 31 36

SWD 15 19 18 18

ELL 6 11 13 22

ELL LG 35 34 40

BLK 30 34 31 32

BLK LG 42 35 42

FRL 33 36 35 36

FRL LG 44 37 42

FY23 Fast/PM 3/EOC FY22 FSA/EOC FY21 FSA/EOC FY19 FSA/EOC

Math/ALG 1/Geo

Achievement 27 14 20 32

LG 22 17 38

SWD 12 14 18 17

ELL 12 7 11 29

ELL LG 33 24 40

BLK 21 12 12 23

BLK LG 19 17 31

FRL 25 11 16 28

FRL LG 22 19 37

FY23 Fast/PM 3/EOC FY22 FSA/EOC FY21 FSA/EOC FY19 FSA/EOC

Math/ALG 1

Achievement 20

LG



SWD 10  
ELL 11  
BLK 18  
FRL

FY23 Fast/PM 3/EOC FY22 FSA/EOC FY21 FSA/EOC FY19 FSA/EOC

Math/Geo  
Achievement 33  
LG  
SWD 15  
ELL 10  
BLK 24  
FRL

FY23 Fast/PM 3/EOC FY22 FSA/EOC FY21 FSA/EOC FY19 FSA/EOC

BIO  
Achievement 45 43 50 59  
LG  
SWD 29 21 38 40  
ELL 11 16 13 34  
BLK 40 32 38 49  
FRL 44 38 42 52

FY23 Fast/PM 3/EOC FY22 FSA/EOC FY21 FSA/EOC FY19 FSA/EOC

US History  
Achievement 39 46 35 56  
LG  
SWD 14 24 26 35  
ELL 12 21 24 20  
BLK 34 34 25 43  
FRL 31 42 31 47

When looking at the data above, we can see that our ESSA identified groups that are below 41% FPPI are demonstrating low proficiency compared to peers. A contributing factor in Math performance can be that the teachers were unfamiliar with new standards and new testing format. Also, there were new teachers to the profession and school which caused and an unclear instructional focus, there was teacher movement, substitute shortage, teacher vacancies which caused an interruption to instruction. In addition, there was new leadership and competing priorities.

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

Our greatest decline is seen with in US History and the contributing factors include teacher resignation which impacted instruction, lack of structured PLC, lack of following the pacing guide with fidelity and tracking student's progress through formative assessment.

FY23 EOC FY22 FSA/EOC FY21 FSA/EOC FY19 FSA/EOC

US History  
Achievement 39 46 35 56  
LG  
SWD 14 24 26 35

ELL 12 21 24 20  
 BLK 34 34 25 43  
 FRL 31 42 31 47

Another great decline is seen with in our ELL subgroup. Students were 11% proficient in ELA FY22. There was a decline in scores in FY23 by 5%. The factor that contributed to the decline was student attendance. In addition, students were exposed to a new curriculum and new state assessment. Teachers experienced a learning curve in successfully implementing the new resources such as textbook and standards.

FY23 Fast/PM 3/EOC FY22 FSA/EOC FY21 FSA/EOC FY19 FSA/EOC  
 ELA  
 Achievement 36 39 40 41  
 ELL 6 11 13 22

Another decline was in ELA . Students were at 39% proficient and decreased to 36% in FY23. The major factor that contributed to the decline was students were exposed to a new curriculum and new state assessment. Teachers experienced a learning curve in successfully implementing the new resources such as textbook and standards. Also, there were three teachers leave the profession mid-year which impacted student instruction in addition starting the year with three new teachers.

FY23 Fast/PM 3/EOC FY22 FSA/EOC FY21 FSA/EOC FY19 FSA/EOC  
 ELA  
 Achievement 36 39 40 41

**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.**

FY23  
 State data shows FAST PM 3\_48% (Grade 9) and 50% (Grade 10)  
 State data shows ALG 44% and Geo 59%  
 State data shows BIO 63%  
 State data shows US History 63%

FY22  
 School data shows FSA PM 3 -(Grade 9) 36% and (Grade 10) 31%  
 School data shows ALG 20%  
 School data shows Geo 33%  
 School data shows BIO 45%  
 School data shows US History 39%

A contributing factor in Math performance can be that the teachers were unfamiliar with new standards and new testing formats. Also, there were new teachers to the profession and school which caused and an unclear instructional focus, there was teacher movement, substitute shortage, teacher vacancies which caused an interruption to instruction. In addition, there was new leadership and competing priorities.

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

By looking at the data above we can see that our school data is below the state threshold. However, we have seen gains in Geometry which went from 6% to 33%. The geometry professional development team met with fidelity in PLC's used the continuous improvement model, teachers followed the scope and sequence while working with an instructional math coach. The school has also developed a pupil

development plan to ensure student success that included targeted workshops and tutoring. Teachers also used reflective teaching practices with assistance from the math coach. Using the continuous improvement model teachers and coaching teachers were able to develop multiple approaches to teaching common concepts.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

Options are below (choose two)

- 10% or more Absence
- Suspensions

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

1. Consistent PLCs that focus on data-driven best practices. During PLC's common assessments will be unpacked to ensure students are receiving the proper level of rigor to match the assessment questions and standards. During PLC teachers will discuss essential and non-essential standards.
2. Administrative Classroom Walkthrough Data and Feedback. Teachers will receive feedback from i-observation, email, face-to-face conversations, and scheduled teacher admin data chats.
3. Assessments: USA's, FSQ's, PBPA's, and FAST assessments will be analyzed by overall teacher, school and district comparisons. Student Item Analysis will be analyzed to see what standards are needing remediation. USA's, FSQ's and FAST reports will be disaggregated by ESSA subgroups to monitor progress in each category.

**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 meet the needs of all students and increase learning gains in ELA and Math, then we will increase student achievement. Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning. Our second instructional priority is to ensure instructional practice will focus on supporting expanding teacher capacity and professional growth as they design lessons, implement standards, and assess high-quality, standards-based lessons. As lessons are aligned to standards, instructional strategies will focus on using best practices ensuring that students are engaged across all content areas. We want to meet student where they are by using scaffolding strategies to give each student the opportunity to reach their academic potential. Our emerging academic culture of high expectations and continued growth will cultivate a standard of excellence and rigor. By providing teachers with continued opportunities to receive professional development and training to support standards-based instruction we will impact the academic culture resulting in learning gains and student achievement.

When looking at our ESSA subgroups we see the following Federal Percentage Index Points (FPPI): and their achievement levels comparison from 2022 to 2023 which shows a critical need:

\*Black/African American: 34% FPPI, ELA FY22: 34% , FY23: 30%; Math FY22 12% FY23: 21%; Science, FY22: 32%, FY23: 40%, SS FY22: 34% Fy23:34%

\*ELL: 32% FPPI, ELA FY22: 11% FY 23: 6%; Math FY22 7%, FY23:12%; Science, FY22: 16% FY23: 11%, SS FY22: 21% FY23:12%

\*SWDs: 32% FPPI, ELA FY 22: 19% FY23:15%; Math FY22:13% FY23: 9%; Science, FY19:39% FY22: 21%, SS FY19 33% FY22: 23%

\*FRL: 38% FPPI ELA FY19 34% FY22: 34%, Math FY19: 27% FY22: 11% Science FY19: 50% FY22: 37%, SS FY19: 46% FY22: 40%

### Measurable Outcome:

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

We want to establish a culture of academic excellence and continuous improvement by exposing our students to standards-based instruction. By ensuring teachers receive continuous training and coaching to help improve instruction will lead towards increased learning gains & improvements school-wide.

By May FY24 we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% bringing us to 41%. Math learning gains will increase 5% to 32%. By May 2023 our goal is to increase the student's achievement on grade level in Math, ELA, and Science and US History. We will increase the percentage of students making learning gains in Math by 5% in SY24, in ELA will increase of 5% for all subgroup.

ELA: 36% (2023) to 41% in May 2024

Math: 27% (2023) to 32% in 2024

SCI: 45% (2023) to 50% in 2024

SS: 39% (2023) to 44% in 2024

**Monitoring:**

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

1. Student learning outcomes will be monitored during bi-weekly in PLC groups: ELA 9th, ELA 10, Algebra, Geometry, Biology, and US History.
2. Teaching Practices and Coaching practices will be monitored during weekly calibrations and learning walks.

**Person responsible for monitoring outcome:**

Jay Blavatt (jay.blavatt@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. Professional Development -

As administrators and district personnel complete learning walks based around defined look fors, trends will emerge based on engagement and rigor demonstrated in classrooms. Targeted professional development on topics: intentional lesson design, disaggregating data to inform instructional decision making, higher order questions will be trained via small group invitational trainings led by in house teachers of merit as well as district personnel. A schedule will be forthcoming.

2. Small Group Differentiated Instruction:

Upon completion of FSQ, teachers will complete Post assessment reflection document facilitated in PLC by school leader. Upon completion of USA teachers will complete individual data dialogue with evaluator. The goal is to ensure teachers recognize trends, student progression and means to enhance student growth.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The objective is to create an academic culture based on adhering to assessment calendar, reviewing data and improving instruction. By developing common language of what best practices look like in the classroom through learning walks, professional development can be targeted and specific to our staff and their needs.

**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?**

Yes

**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.

Professional Development/Professional Learning Communities:

Teachers will engage in deep, focused professional development, collaborative planning and data analysis

to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index.

Coaches and Admin will conduct on-going PD opportunities during lunch, PLCs, and afterschool to support teachers in teaching the essential Standards using best practice instructional strategies while addressing foundational gaps through Secondary Standards and Skills.

**Person Responsible:** Jay Blavatt (jay.blavatt@palmbeachschools.org)

**By When:** August 2023-May 2024

Focused Tutorial through LEP (Learning Excellence)

Teachers will analyze student data to determine strengths and weaknesses in the content area.

The teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA, Math, Science, and US History courses.

Students that are identified to have deficiencies in each standard will work with the academic tutor within the classroom (Push in/Pull outs) to learn secondary standards alongside the primary lesson to support instruction.

Teachers will create all small group rotational cycles to ensure all students are supported in their abilities (SWD, ELL).

Teachers and academic tutors will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Teachers and academic tutors will develop ongoing formative assessments to track student learning and adjust instruction. Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

**Person Responsible:** Kim Smith (kimberly.smith.1@palmbeachschools.org)

**By When:** August 2023-May 2024

Strategic Curriculum resources:

1. The school received UnisIG funds and will purchase instructional resources to support student achievement of the Florida B.E.S.T standards and PLC's for teachers.
2. Teachers will conduct student data chats to ensure students understand their progress and challenges.
4. All teachers will implement the AVID WICOR strategies to support school-wide literacy plans across the content areas to promote rigor. 5.

The school will continue with the initiative to have all teachers AVID trained to ensure the school meets the AVID requirements and to build a cadre of teachers with the skills to facilitate rigorous college and career-ready instruction.

6. Leadership will support increasing teacher capacity for implementing coaching across the curriculum.

**Person Responsible:** Nuncia Francoise-Lowery (nuncia.francoislowery@palmbeachschools.org)

**By When:** August 2023-May 2024

## #2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

### 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 ensure the progress of all ESSA subgroups ELL, FRL, SWD, and Black African American students achievement in math and ELA our goals will be aligned with the District's Strategic Plan of LTO#3 - to increase

the HS Graduation Rate. This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and; growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our ESSA-identified subgroups data shows the following strengths and needs for improvements:

- \* SWDs scores declined in ELA by 4%; Math and scores declined by 2%
- \* ELLs scores declined in ELA by 5%; Math scores increased in by 5%
- \* FRL scores declined in ELA by 3%; however math scores increased by 14%.
- \* BLK scores declined in ELA by 4%; however math scores increased by 9%.

Based on the data the crucial need is to focus on increasing achievement in ELA in all subgroups including a math focus for SWD. Outcome expectations for ESSA subgroups is to achieve proficiency at 41% in all tested areas, or a combined average of proficiency to reach or exceed 41%.

### Measurable Outcome:

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

ELA learning outcomes Feb. 2024 will be to increase in proficiency by 5% PM2. May of 2023, to increase in proficiency by 5% PM3.

Midterm exam learning outcomes for Algebra I will increase in proficiency by 10%. May 2024, EOC scores will increase in proficiency by 15%.

Midterm exam learning outcomes for Geometry students will increase in proficiency by 5%. May 2024, EOC scores will increase in proficiency by 10%.

Midterm exam learning outcomes for Biology students will be to increase in proficiency by 2% May 2024, the EOC scores learning outcomes will be to increase in proficiency 3%.

Midterm exam learning outcomes for U.S. History students will be to increase in proficiency by 5%. May 2024, the EOC scores learning outcomes will be to increase in proficiency 2%.

### Monitoring:

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

Monitoring occurs weekly through meetings with teachers, students, counselors, and administration. School leadership and instructional coaches will monitor lesson plans, data analysis of student progress, conduct walk-throughs during the instructional block, and provide timely actionable feedback. Monitoring of PLCs / PD sessions will take place in walk-throughs, attendance, and implementation of instructional strategies.

### Person responsible for monitoring outcome:

Kim Smith (kimberly.smith.1@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. Focused tutorials for ELL, SWD, Black/African-American, and FRL
2. Technology (Reading Plus, Math Nation, IXL)
3. Data Chats: Leadership to teachers, Teachers to students, Teachers/ students to parents.
- 4.) Math Small Group Instruction
- 5.) During PLCs, teachers will utilize data in PM Unify to review USAs; during PLCs, teachers will plan to remediate low-performing standards. Professional Learning Community (PLC) / Professional Development (PD) will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy, delivery, and focus.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

- 1.) Focused tutorial provides small group instruction that is used as a tool to remediate or provide additional practice for standards taught in the classroom
2. Adaptive technology will assist in increased student accountability with progress monitoring. In addition, teachers and students will have the ability to identify standards that
3. Data Chats - Data chats ensure students areas of improvement as well as areas of strength to make conscientious decisions towards future goals.
4. Math Small-Group Instruction  
Provide access to Math Nation and Khan Academy to remediate, support, and improve math skills. Teachers will monitor student progress, analyze, and provide support.
- 5.) PLC's promotes professional learning that would provide various ways for teachers to engage students, plan for instruction and delivery, and develop standards-based lessons and assessments.

**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?**

Yes

**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.

Focused Tutorial through LEP (Learning Excellence)

Teachers will analyze student data to determine strengths and weaknesses in the content area.

The teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA, Math, Science, and US History courses.

Students that are identified to have deficiencies in each standard will work with the academic tutor within



the classroom (Push in/Pull outs) to learn secondary standards alongside the primary lesson to support instruction.

Teachers will create all small group rotational cycles to ensure all students are supported in their abilities (SWD, ELL).

Teachers and academic tutors will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Teachers and academic tutors will develop ongoing formative assessments to track student learning and adjust instruction. Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

**Person Responsible:** Kim Smith (kimberly.smith.1@palmbeachschools.org)

**By When:** May 2024, ELA scores will increase in proficiency by 5% PM3. Algebra I EOC scores will increase in proficiency by 15%. Geometry EOC scores will increase in proficiency by 10%.

### #3. 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.

The 2022-2023 early warning data indicates that 672 students exhibited attendance below 90%: 9th grade (124), 10th grade (166), 11th grade (179), and 12th grade (203). Furthermore, 460 students received one or more suspensions. The data was identified as an area of critical need to increase instructional time which will impact student achievement.

#### Measurable Outcome:

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

The measured outcome is to decrease the number of students on the below 90% attendance data. 2. An additional outcome is to decrease the number of students who receive 1 or more suspensions per semester.

#### Monitoring:

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

1. Teacher daily attendance monitored by attendance clerk.
2. Monthly attendance and discipline data will be reviewed by Admin.
3. Parent Liaison will conduct home visits for student with excessive absences.
4. Monthly monitoring of teachers using school-wide positive incentives for behavior and attendance.
5. Ongoing counseling and community services to support students with ongoing issues with school attendance (SBT, BHP, Safe Schools, Mckinney Vento)

#### Person responsible for monitoring outcome:

Kim Smith (kimberly.smith.1@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. Positive behavioral interventions and support such as Gator Chomps, Superior Gator, and Student Recognition will be implemented to assist with decreasing behaviors.
2. Attendance and Behavior contacts will be used to communicate expectations, establish interventions, and outline rewards/consequences for students and parents.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS supports the continued teaching of student expectations combined with feedback about student behaviors. The evidence-based strategies reduce the need for discipline and promote a positive school climate. The use of the Attendance and Behavior contact is a Tier 2 early intervention that includes all stakeholders and provides personal attention as a part of an engagement strategy.

#### 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.) Our SSCC will pull a daily unexplained absence report.
- 2.) The data is shared with the admin team and a progress discipline system is developed.
- 3.) Admin makes contact with any students/parents to notify them of the unexplained absences.
- 4.) Students service consequences if applicable and are held accountable for the lost instructional time.

**Person Responsible:** Charron Brown (charron.brown@palmbeachschools.org)

**By When:** By October 14th, an attendance report will be ran to determine the rate of unexplained absences.

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district’s 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support Improvement are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement.

These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent’s Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District’s Five-Year Strategic Plan and complementary in the funded strategies and supports for each school’s continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
2. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
3. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.

7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.

8. PD team provides professional development to schools based on needs.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
List the school's webpage\* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

NA

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

NA

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

**The approved budget does not reflect any amendments submitted for this project.**

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$32,004.09
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	1371 - Palm Beach Gardens High School	UniSIG	0.26	\$15,300.00
			<i>Notes: Teacher salaries for collaborative planning - PLC Leaders will plan outside of school hours to ensure strong PLCs. School year Salaries: 9 teachers x 1 day per week x 2 hours per day x 34 weeks x \$25 per hour = \$415,300. SDPBC Code 180.</i>			
	6400	200	1371 - Palm Beach Gardens High School	UniSIG		\$5,026.00
			<i>Notes: Benefits for collaborative planning: \$15,300 x 32.85% = \$5,026. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	6400	750	1371 - Palm Beach Gardens High School	UniSIG		\$5,320.00
			<i>Notes: Other personnel services - substitutes for teachers to engage in professional learning (content-focused), meet to review quarterly data, and develop targeted lessons addressing academic deficiencies identified on progress monitoring assessments during the school days. 40 sub days x 7 hours per day x \$19 per hour = \$5,320.</i>			
	6400	200	1371 - Palm Beach Gardens High School	UniSIG		\$168.00
			<i>Notes: Benefits for professional development subs: \$5,320 x 3.15% = \$168. Medicare - 1.45%, Work Comp/Unemployment - 1.70%</i>			
	6400	510	1371 - Palm Beach Gardens High School	UniSIG		\$1,786.09
			<i>Notes: Supplies to support collaborative planning and PLCs - paper, chart paper, highlighters, post it notes, chart markers = \$1,789.09.</i>			
	6400	330	1371 - Palm Beach Gardens High School	UniSIG		\$4,404.00
			<i>Notes: Staff will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: \$180 transportation + \$777.00 lodging + \$144 per diem = \$1,101 x 4 attendees = \$4,404.</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$62,995.91
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	1371 - Palm Beach Gardens High School	UniSIG	0.35	\$19,980.00
			<i>Notes: Salaries for teacher tutors. Afterschool &amp; Saturday targeted tutorials for ELA and math students in grades 9-12 starting in August 2023. Salaries for certified teachers: 18 tutors x 1 day per week x 1 hour per day x 30 weeks x \$37 per hour = \$19,980. SDPBC Code 180.</i>			
	5100	200	1371 - Palm Beach Gardens High School	UniSIG		\$6,563.00
			<i>Notes: Benefits for tutorials: \$19,980 x 32.85% = \$6,563. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	5100	120	1371 - Palm Beach Gardens High School	UniSIG	0.35	\$13,500.00

			<i>Notes: Extra Period supplements for teachers to teach an additional class period daily to provide better small group, targeted instruction and increase student achievement for grades 9-12 students. 3 Extra Periods x \$4,500 = \$13,500. SDPBC Code 180.</i>			
	5100	200	1371 - Palm Beach Gardens High School	UniSIG		\$4,435.00
			<i>Notes: Benefits for extra period supplements: \$13,500 x 32.85% = \$4,435. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	5100	510	1371 - Palm Beach Gardens High School	UniSIG		\$2,936.91
			<i>Notes: Supplies for tutorials - markers, copy paper, card stock, chart paper, notebooks, pencils, pens, post its = \$2,936.91.</i>			
	6150	120	1371 - Palm Beach Gardens High School	UniSIG	0.19	\$11,248.00
			<i>Notes: Salaries for teachers to conduct academic data chats and parent trainings - Part-time in system, certified personnel - 19 teachers x 4 hours x 1 day per week x 4 weeks x \$25 per hour = \$11,248. SDPBC Code 180.</i>			
	6150	160	1371 - Palm Beach Gardens High School	UniSIG	0.02	\$480.00
			<i>Notes: Salaries for community language facilitators to support language needs at academic data chats and parent trainings - Part-time in system personnel - 2 facilitators x 4 hours x 1 day per week x 4 weeks x \$15 per hour = \$480. SDPBC Code 180.</i>			
	6150	200	1371 - Palm Beach Gardens High School	UniSIG	0.02	\$3,853.00
			<i>Notes: Benefits for part time parent engagement work: \$11,728 x 32.85% = \$3,853. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Early Warning System</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$95,000.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No