Riviera Beach Preparatory & Achievement Academy

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Riviera Beach Preparatory & Achievement Academy

7071 GARDEN RD, Riviera Beach, FL 33404

https://rfsc.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.

We are committed to excellence in education, and the preparation of our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

Provide the school's vision statement.

We believe that every student can reach their highest potential, given the right environment. The administration, faculty and staff at Riviera Beach Preparatory and Achievement Academy are highly qualified and prepared to provide an atmosphere that is conducive to learning and overcoming the academic difficulties that our students may have experienced. Our small learning environment and dedicated faculty will equip students with the tools necessary to reach their individual goals.

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
Simmonds, Mark	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts an assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensureS adequate professional development to support RtI implementation, and communicates with parents regarding school-based RTI plans and activities.
Harrell, Veneise	Assistant Principal	Will build and sustain the school vision while sharing keys responsibilities and providing a learning community for all stakeholders. The Assistant Principal uses data to make instructional decisions while monitoring curriculum and instruction. The Assistant Principal will monitor the use of AVID strategies through its AVID Elective classes.
Panier, Fercella	School Counselor	Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The RTI team will develop and suggest academic behavioral strategies to teachers in accordance with the School Districts RTI plan. Our ESE contact, has attended and received RTI training.
Thomas, Shameka	Administrative Support	Provides ongoing counseling and consultation to students and their families for the purpose of increasing their positive behaviors. Conducts individual, group and family counseling sessions with emotionally disturbed students.
Collie, Cleveland	Teacher, K-12	Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Agostino, Robert	Teacher, ESE	Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Name	Position Title	Job Duties and Responsibilities
George, Patrick	Assistant Principal	Assistant Principal - Supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Testing Coordinator - Responsible for planning, coordinating and facilitating assessments. Ensures adherence to and compliance with established standards and guidelines for testing administration; follows through with appropriate reporting on any irregularities or complaints. Participates in administering and proctoring tests; oversees and ensures proper verification and security of test candidates. Generates and maintains appropriate records and reporting for purposes of audits, quality assurance, and compliance with program requirements. PBIS Internal Coach - Responsible for the overall management of the Positive Behavioral Interventions and Supports framework. This includes providing training and technical assistance to the staff in order to maintain and develop school-wide PBIS systems.
Rolle, Shelteria	Behavior Specialist	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.
Garrett, Glenda	SAC Member	Assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP); Review the results of an annual needs assessments conducted by the school administration; Monitor students' progress and the school's progress; Assist the principal with the school's annual budget and determine the use of school improvement funds when allocated; Decide jointly with school faculty how A+ recognition funds are spent; serve as a resource for the principal and perform such other functions as are requested by the principal.

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.

Through collaboration with the School Advisory Council (SAC) & the school's leadership team, the stakeholders will provide input in the creation of the SIP by addressing issues relative to meeting the student performance standards & deciding how to measure the results of the strategies in which the school plans to implement.
We utilize the Behavior Health Professional to support the behavioral and mental health of students and to work along with the school counselors. The school also employs an ESOL Coordinator to work in conjunction with the district's multicultural department to ensure fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners. Our ESOL Coordinator

also works with a District Migrant Liaison 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 police officer is on campus every day for the safety and security of all students and staff. The school has Fortify Florida Application on every computer and students are made aware of the app at our assemblies. The "Raptor System" is used to sign parents and visitors in before they can come on campus. The school's guidance counselor works in partnership with families who may experience homelessness along with the district's 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.

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 SIP will serve as a standing agenda item at Instructional Leadership Team (ILT) meetings, Professional Learning Communities, Departmental meetings & SAC meetings to involve all stakeholders. Revisions will take place during the meetings as necessary to ensure continuous improvement in addressing our area of focus and positive culture & environment.
The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQs, USAs, NGSQs, 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 for language arts and mathematics will occur three times a year (PM1, PM2 & PM3). The annual test administered for English Language Learners (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. In addition we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. The PLCs occur every other week per content area. Content area teachers meet with the 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 Instructional Leadership Team meetings, PLCs, 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.

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 5-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No

RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: COMMENDABLE 2018-19: MAINTAINING 2017-18: COMMENDABLE
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	5	8	13
One or more suspensions	0	0	0	0	0	0	0	0	4	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	3	3	6
Course failure in Math	0	0	0	0	0	0	0	1	1	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	2	21	24
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	2	13	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	2	21	24
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	1	4	13	18

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	3	0	4
Students retained two or more times	0	0	0	0	0	0	1	3	1	5

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	14	75
One or more suspensions	0	0	0	0	0	0	0	0	15	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	0	0	0	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	30	70
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	26	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	29	92

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	44	95
Students retained two or more times	0	0	0	0	0	0	0	0	3	15

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	14	14
One or more suspensions	0	0	0	0	0	0	0	0	15	15
Course failure in ELA	0	0	0	0	0	0	0	0		0
Course failure in Math	0	0	0	0	0	0	0	0		0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	30	30
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	26	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0		0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	29	29

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	44	44
Students retained two or more times	0	0	0	0	0	0	0	0	3	3

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*	6	52	50	3	55	51	0		
ELA Learning Gains				44			0		
ELA Lowest 25th Percentile									
Math Achievement*	4	38	38	4	42	38	0		
Math Learning Gains				24			33		
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	2	68	64	2	43	40	13		
Social Studies Achievement*	11	67	66	26	53	48	5		
Middle School Acceleration	17				46	44			
Graduation Rate	53	90	89	64	65	61	70		
College and Career Acceleration	15	71	65	10	69	67	13		
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)	CSI
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	108
Total Components for the Federal Index	7
Percent Tested	84
Graduation Rate	53

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	177
Total Components for the Federal Index	8
Percent Tested	82
Graduation Rate	64

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	16	Yes	4	4
ELL				
AMI				
ASN				
BLK	14	Yes	4	4
HSP	11	Yes	1	1
MUL				
PAC				
WHT				
FRL	16	Yes	4	4

	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	31	Yes	3	3
ELL				
AMI				
ASN				
BLK	21	Yes	3	3
HSP				
MUL				
PAC				
WHT				
FRL	24	Yes	3	3

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	6			4			2	11	17	53	15	
SWD	0			0			0				4	
ELL												
AMI												
ASN												
BLK	5			2			2	5		16	6	
HSP	17			17			0				3	
MUL												
PAC												
WHT												
FRL	9			5			2	16	18	15	7	

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	3	44		4	24		2	26		64	10	
SWD				0						62		
ELL												
AMI												
ASN												
BLK	4	43		3	20		7	8		72	11	
HSP												
MUL												
PAC												
WHT												
FRL	3	44		5	26		5	31		62	12	

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	0	0		0	33		13	5		70	13	
SWD										73	27	
ELL												

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												
BLK	0			0	44		8	0		72	10	
HSP										57		
MUL												
PAC												
WHT												
FRL	0	0		0	37		14	5		72	12	

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	*	50%	*	50%	*
07	2023 - Spring	*	48%	*	47%	*
08	2023 - Spring	11%	47%	-36%	47%	-36%
09	2023 - Spring	0%	48%	-48%	48%	-48%
06	2023 - Spring	*	45%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
07	2023 - Spring	*	36%	*	48%	*
08	2023 - Spring	0%	65%	-65%	55%	-55%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	2%	46%	-44%	44%	-42%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	48%	-35%	50%	-37%

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

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	63%	-60%	63%	-60%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	16%	62%	-46%	63%	-47%

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.

According to our subgroup data for SY 22-23, Students in Grade 10 scored the lowest on the Progress Monitoring 2 (PM2). 100% of our 10th-grade students scored Level 1 and overall performed the lowest across the board on all PMs. There was a minimal increase of 5% of the 10th grade level to go from Level 1 to Level 2. In speaking to our students and receiving feedback from them it was identified that a contributing factor to the scores. Students felt they were lacking the proper differentiated instruction and the inconsistency with instructions providing relevant and meaningful content for success related to the diagnostics.

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

ELA achievement across the board declined. Our ESE population performed significantly lower than the other population from the previous year. Several factors contributed to the poor performance; which included a lack of implementation from the material provided in PLCs to the classroom instruction, poor attendance and participation of the students was evident on a daily basis. Our students lack the basic concepts, strategies and foundations of Reading which are crucial to performing well on state assessments.

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.

Algebra 1 proficiency had the largest gap between school and state data for FY22. We don't have a Math Coach to assist with helping teachers grow professionally to try new and innovative instructional techniques and practices in specifically working with smaller class sizes. We are slowly seeing progress within the math department due to consistency with the teachers in the certified area as well as a primary focus on creative math tutorials involving all teachers on campus.

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

ELA Level 1 students decreased by 14% from one PM diagnostic to the next. Which in tern had the most improvement overall. Our school utilized tutorials / boot camps during the day to help students in need of addition to help students along with district support during common planning time and PLC's. We also provided teachers with additional district support on understanding current data within Power BI to identify students strengths and weakness. Teachers were able to use these weakness and create lesson around students deficiencies.

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

When looking at the EWS data, two potential areas of concern are the number of students who are receiving Level 1 on ELA assessment as well as students receiving Level 1 on Math assessment. Our instructional stakeholders will monitor the course failures in these particular course subjects because they are big indicators on student achievement on the ELA & Math PM's and Algebra/Geometry EOC's. Our AP, Test coordinator, along with our DIL's will monitor all local assessment as well as mandatory USA's. The leadership team will do their best to assist teachers in getting all students to take these assessment while understanding the serious of taking and doing well on them.

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

Our highest priority would be ELA achievement across all grade levels specially those close to graduation which impacts them for graduation status. Then it would be followed up by the mathematic learning gains for those closer to graduation due to the lack of math graduation concordant options. Data reveals we have significant improvements to make in these areas.

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

#1. Graduation specifically relating to Graduation

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

According to SY22 SDPBC ESSA subgroup data our Blacks, SWD's and students on Free and Reduced Lunch status have the lowest achievement in Math Gains of 23% and ELA Gains of 43.5%. When looking at our overall school data dealing Math gains, our school had a 20% increased from SY2019. We achieved an increase from 35% to 55%. Our ELA proficiency rate had a 14% increase from 35% in SY 19 to 49% in SY22. According to the FLDOE School improvement rating, our school moved from a Maintaining Status to a Commendable Status. Our SY20 Graduation Rate increased 13.2% resulting in overall 64% Graduation Rate.

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

Goals for SY24 is to achieve an average of 5% increase in our ELA and Math Gains for both subgroups. This would be an increase from 49% to 54% in ELA and an increase of 55% to 60% in Math. We plan to ensure a 5% increase within all tested content areas for our ESSA Subgroup (SWDs, FRL, & BLK).

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

Using the Progress Monitoring (PM) Assessment Tool.

Person responsible for monitoring outcome:

Veneise Harrell (veneise.harrell@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. Math teachers will implement a focused curriculum: Algebra Nation and Khan Academy for Algebra I students and the utilization of Performance Matters.
2. Students will be remediated and enriched through our ACT/SAT test-takin strategies, Boot Camps and exposure to Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies (AVID).
3. Differentiated and small group instruction within all ELA and Math classrooms.
4. Afterschool Tutorials will provide blended and digital learning opportunities utilizing technology and various resources.
5. Professional Learning Communities (PLCs) for content teachers to engage in Standards-Based Instruction/planning.

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

1. Algebra Nation and Khan Academy offers a significant increase in satisfactory scores at the end of the year and state assessments.
2. AVID strategies ensures college and career readiness as well as improved academic performance for all students.
3. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn to move forward. Ongoing observation of students, combined with systematic assessment enables teachers to support and enhance student learning/outcomes.
4. Tutorials ensure students are remediated with data analyzed details to close the achievement gap. The use of technology with content area material when taught explicitly will increase the engagement level of the students.

5. Professional Learning Communities (PLC) will support teacher planning for Standards-Based Instruction.

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.

Incorporate Small group instruction:
1. Students will be assessed using USAs & FSQs in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, Black).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Cleveland Collie (cleveland.collie@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from Fy23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

Tutorials
1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to use during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for afterschool tutorials based on the results from FY23 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, FRL, and SWD.

Person Responsible: Patrick George (patrick.george@palmbeachschools.org)

By When: Tutorials will begin during the second semester in January 2024. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May of 2024.

PLC's/Professional Development:
1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs.
3. Two Instructional coaches and District support (Math & Literacy Coaches) will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. Instructional coaches and District support (Math & Literacy Coaches) will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Veneise Harrell (veneise.harrell@palmbeachschools.org)

By When: PLCs and Professional Development will begin within the second month of the start of the new year. PDs will be determined based on data and observations of classroom walks. Coaches will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLC's and PD will continue throughout the school year.

Graduation Coach (UniSIG)
1. Employ a Graduation Coach.
2. Graduation Coach will utilize research-based risk factors to identify students at risk of not graduating on time.
3. Graduation Coach will develop a team to help identify at-risk students, assess needs and develop/coordinate appropriate interventions.
4.Graduation Coach will implement school-wide support and interventions to meet the needs of the identified students.
5. Graduation Coach will work with students to develop individualized plans to meet academic goals & track progress.

Person Responsible: Mark Simmonds (mark.simmonds@palmbeachschools.org)

By When: Graduation Coach will begin upon approval and will continue throughout the school year.

#2. Positive Culture and Environment specifically relating to Early Warning System

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

As we reviewed our discipline dashboard it was determined that many of the student issues and referrals given occurred in class, due to the lack of having the social skills and knowledge of building a relationship with individuals on campus. Therefore, an emphasis this year will be to improve student to teacher rapport.

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

As we continue to revamp our PBS system, there will be an emphasis with working with our sub group that received 90% of all Office discipline referrals (African American Males). We will seek to decrease the Office discipline referral by 50% through mentorship and focus group which highlight the important of social development, communication and how to overcome adversity/conflict resolution.

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

This initiative will be monitored monthly by the PBS team members and adjustments will be made accordingly to achieve the desired goal. Members will be involved will the planning, organization and implementation of the activities taking place during monthly PBS meeting. A review of the data will be analyze to guage the effectiveness of the initiative. Administration over PBS will then ask team members of the success and failures will use this information to improve the area of focus.

Person responsible for monitoring outcome:

Patrick George (patrick.george@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.)

The evidence-based approach to reducing disproportionality in African American male discipline referrals will include but not limited to conflict resolution, restorative justice, coaching/ mentoring and as well performing weekly check-in/check out on focused sub group. We will also seek the community's assistance for volunteer speakers and programs that work to improve the lives of our student population.

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

The reasoning behind choosing this specific strategy is primarily due to the lack of information students contain in their mental and social toolbox when it comes to functioning in a society that requires one to understand the skills and strategies of conflict resolution, respecting authority, and relationship building. Therefore this strategy will place students in a forum that seeks to educate, teachers, and provide the necessary resources, skills, and knowledge to successfully operate in any setting.

We follow 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 the 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

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.

Will consistently provide check In daily and weekly with Tier 2 and Tier 3 students. Specifically those students identified as high risk.

Person Responsible: Patrick George (patrick.george@palmbeachschools.org)

By When: Thursday October 12th, 2023 at 3;12 pm EST

Seek community involvement to provide mentorship and coaching through various means. Provide students with case scenarios using real world situations that allows them to devise effective and realistic solutions.

Person Responsible: Shameka Thomas (shameka.thomas@palmbeachschools.org)

By When: Friday, November 17th, 2023 @ 315 PM EST.

Provide monthly mentoring sessions with separate groups that have been identified. Providing the necessary information students should contain in their mental and social toolbox when it comes to functioning in a society.

Person Responsible: Shelteria Rolle (shelteria.rolle@palmbeachschools.org)

By When: Tuesday, January 9th, 2024 @ 315pm EST

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

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership team 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. The funded resources and allocations supports the school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

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.

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

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

Hire a Graduation Coach to work directly with students that are at risk of not graduating with their cohort.

Utilize support staff, counselors or paraprofessionals to work directly with students needing extra help which includes one-on-one tutoring or mentoring.

Offer after school programs, tutoring and summer school 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))

N/A

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

N/A

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

N/A

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: Graduation: Graduation				$56,770.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	3355 - Riviera Beach Preparatory & Achievement Acad	UniSIG	1.0	$39,358.00
			Notes: Graduation Coach (certified) will provide assistance to all potential graduates to improve student attendance; monitor academic performance; identify and resolve barriers to graduation; plan, implement, and track individual high school graduation plans; work to improve high school completion rate; make students aware of post-secondary options. $39,358.00.			
	5100	200	3355 - Riviera Beach Preparatory & Achievement Acad	UniSIG		$16,987.00
			Notes: Benefits for Grad Coach - 23.85% + $7,600 per FTE = $16,987. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - $7,600 per FTE, Work Comp/Unemployment - 1.70%"			
	5100	519	3355 - Riviera Beach Preparatory & Achievement Acad	UniSIG		$425.00
			Notes: Technology Supplies: 4 ink Cartridges x $106.25 = $425. SDPBC Code 510.			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$14,480.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	3355 - Riviera Beach Preparatory & Achievement Acad	UniSIG		$1,500.00
			Notes: Consultant Agreement (not a sub-agreement): The N.A.S. Group - Teachers will receive professional development on PBS and academic success. The training will be a half-day with 23 teachers. Total $1,500.			
	6400	330	3355 - Riviera Beach Preparatory & Achievement Acad	UniSIG		$4,404.00
			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 x 4 attendees = $4,404.			

	6400	330	3355 - Riviera Beach Preparatory & Achievement Acad	UniSIG		$8,576.00
			Notes: To strengthen teachers' instructional abilities to engage, motivate, and raise the morale of the students, staff will attend Ron Clark House Conference in Atlanta, GA. Date TBD. Out of State Travel: $1000 registration + $400 transportation + $600 lodging + $144 per diem = $2144 x 4 attendees = $8,576.			
					Total:	$71,250.00

Budget Approval

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

No