

The School District of Palm Beach County

# Pahokee Middle Senior High



2015-16 School Improvement Plan

## Pahokee Middle Senior High

900 LARRIMORE RD, Pahokee, FL 33476

[www.palmbeach.k12.fl.us/pahokeemiddlesrhigh](http://www.palmbeach.k12.fl.us/pahokeemiddlesrhigh)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	Yes	94%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	98%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Pahokee Middle High School is an International Baccalaureate World School 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 fostering the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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

Pahokee Middle High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential to succeed in the global economy.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school is a PBIS school and our program is Pahokee PRIDE. We also base much of what we do and who we are on the IB Learner Profile which aims to develop internationally minded young people who recognize their common humanity and shared guardianship of the planet while helping to create a better and more peaceful world.

Pahokee Middle Senior High learns about students' cultures and builds relationships between teachers and students through fostering a Single School Culture and appreciation for multicultural diversity. We ensure that positive relationship-building is a clear priority for all stakeholders. The administrative team identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Campus based personnel assist with providing professional development that helps teachers to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps;

\* Faculty & Staff will participate in the Learning Science International Initiative (LSI) beginning with setting Conditions for Learning from the first day of school. (Establishing Rules & Procedures, Using encouragement strategies with students, establishing & maintaining effective relationships with and communicating high expectations for all students).

Single School Culture for Academics approach is sustained through the Learning Team process Behavior is sustained through the implementation of rules and policies and the School-wide Positive Behavior Support initiative. Climate is sustained through various incentives.

•Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8:

Establishing and Maintaining Effective Relationships with Students;

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans



**Describe how the school creates an environment where students feel safe and respected before, during and after school**

The objective of the school is to encourage and develop self-control and discipline, rather than mere obedience to others. Further, intelligent self-direction is encouraged and developed. To these ends, students are provided with specific freedoms within the framework of school policies and are provided opportunities to learn to make decisions, to make choices, to assume responsibilities, to make mistakes, all under faculty supervision in a supportive environment.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

All students at Pahokee Middle Senior High School are expected to reflect high standards of conduct in their appearance and behavior to ensure the smooth and orderly operation of the school. It is the intent of our Universal Guidelines to teach behavioral expectations while providing students with positive feedback. The objective of our Universal Guidelines is to establish a safe, wholesome climate to foster learning and positive growth for students. Teachers and staff are provided with ongoing Professional Development with the implementation of Pahokee PRIDE. The PBIS team which includes teachers, admin and parents meet monthly to review behavior trends, current data and review PBIS action plan.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

School Guidance Counselor, Crisis Intervention Teacher, Administration, ESE Coordinator, School-Based Team Leader, paraprofessionals and ESE teachers engage with identified staff members during monthly meetings to provide a differentiated delivery of services based on student/school need. Pahokee Middle High School utilizes data-based decision-making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need including but not limited to Group Counseling, Family Counseling, Individual Counseling and referrals to Community Agencies. School-based Team meetings are held monthly to implement TIER I, TIER II or TIER III interventions based on: (1) Assessment of the student(s) and the barriers blocking their success (2) Identify research-based interventions and (3) Evaluation of the Response To Intervention (RTI) process.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	4	3	4	1	1	4	0	17
One or more suspensions	42	48	30	9	12	13	5	159
Course failure in ELA or Math	38	30	44	68	52	63	15	310
Level 1 on statewide assessment	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	25	23	22	7	8	9	1	95

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, Tutorials (Afterschool & Saturday)
- Planned Discussions, Goal Setting for identified student(s);
- Notification procedures for parents, agency and community outreach;
- Summer Readiness Program (Reading, Science, Math & Technology)
- Instructional Paraprofessional pull-outs

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190944>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Volunteer and business partnerships are our focus to strengthen school and community ties. School and community leaders meet regularly to discuss student academic and behavior initiatives (ie., aftercare support, student supervision and monitoring support, back to school supplies, Youth Empowerment Summit and Summer Academy). The school in conjunction with The Palm Beach County Health Department provides social services to students. The City of Pahokee Recreation Department provides some free transportation to students for field trips, aftercare program and various city-wide activities.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Ocampo, Adrian	Principal
Dnnard, Dwayne	Assistant Principal
Cooper-Dunbar, Leslie	Administrative Support
Hart, Fannie	Instructional Coach
Johnson, Tara	Administrative Support
San, Perdy	Other
Slydell, Camella	Assistant Principal
Aronson, Michael	Principal
Villanueva, Oscar	Assistant Principal
Bryant, Shaneka	Instructional Coach
Mullins, Janay	Instructional Coach
Johnson, Melissa	Instructional Coach

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The High School Leadership Team is comprised of school administration, instructional coaches, ESE coordinator, counselors, and the learning team facilitator. Additionally, Subject Area experts will be invited to join the team based on the specific area or challenge being addressed.

Each member of the School Leadership Team seeks to build the collective capacity of collaborative teams of teachers by:

- \*Assisting the principal in making decisions to govern the school (shared decision making)
- \*Ensures a focus on learning and continuous improvement
- \*Guides the work of the collaborative teams
- \*Supports and monitors the work of the collaborative teams
- \*Serves as the steward of the school’s mission, vision, and core values
- \* Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school’s stated goals
- \*Identifies gaps in performance or processes and plans for their improvement

The Middle Schools Leadership team consists of the Guidance Counselor, ESE Coordinator, Math Coach, Reading Coach, School Administration and Learning Team Facilitator. Members use Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS

web), FSA (Florida State Assessment) and SRI to meet with subject area team leaders to identify, analyze and address specific subject area needs. The Leadership team seeks to build the collective capacity of collaborative teams of by:

- \*Assisting the administrative team in decision making governing the school's mission and vision statement (shared decision making)
- \*Maintain, support and monitor with a focus on learning and continuous improvement
- \*Facilitates, supports and monitors the work of the collaborative teams

- \*Serves as the steward of the school's mission, vision, and core values
- \*Monitor school climate, student achievement data that is consistent with school's stated goals
- \*Identifies gaps in achievement performance, assessment/standards alignment to develop action plans to address those areas through instruction.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Our school integrates several initiatives such as SwPBS, RTI, AVID, multicultural awareness programs and antibullying campaigns to foster a safe environment for students and cultivate an appreciation for diversity.

SwPBS-ANTIBULLYING- MULTICULTURAL AWARENESS:

Pahokee Middle High School integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS. The PBIS Team meets monthly to review and/or update our action plans. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs, "Pahokee Pride".

RTI:

The SBT Problem Solving Model conducts bi-monthly meetings based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). Tier 2 or Tier 3 interventions will be determined based on data analysis and outcome of intervention strategies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (ie. teacher and/or guidance counselor) and report back on all data collected for further discussion at future meetings.

The school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the schoolbased MTSS Leadership Team.

AVID:

Services are provided to ensure students requiring additional remediation are assisted through after-school and Saturday tutorials or summer school. The school purchases coaches, a consultant and a learning team facilitator to assist with professional development and instructional support, as well as, professional development in IB, AVID and READ 180. Materials are provided to teachers and students with the purpose of enhancing student learning gains and increasing literacy throughout the school and in the community. Title I Funds are also used to encourage and increase parental involvement in the school and academic school functions.

Title I Part A- Pahokee Middle High School has been awarded 251,552.00 in Title I Funds for the 2016 school year. These funds will be used to employ two Math coaches, HQ reading tutors, HQ math tutors, CLF (part-time In-Systems) and a paraprofessional. Title I Part A also funds Family Involvement supplies and activities, classroom supplies, professional development supplies, refreshments for Parent Involvement trainings, postage for Parent Involvement mailing and supplies for on-going professional development,

Title I Part D- The Guidance Counselor staff mentors students transitioning back from alternative settings to Pahokee Middle High School and adjudicated programs. The mentor has chats and provide opportunities for students to conference with them.

Title II- Professional development opportunities facilitated through the District are provided by Title II Funds.

Violence Prevention Programs- Pahokee Middle High School has implemented a Single School Culture to promote appreciation of multicultural diversity through planned activities.

Nutrition Program- Pahokee Middle High School provides nutritious meals and food choices for our students and staff.

Adult Education- Pahokee Middle High School partners with Adult Ed. to provide Credit Recovery and College courses.

Career and Technical Education- A planning period is allocated to plan and coordinate career academies all of which leading to industry certification.

Title X- Migrant program partners with Migrant Education Harvest of Hope to track and provide services for migrant students. Students participate in College tours and Leadership Academies.

McKinney Vento-Ensure homeless youths have resources such as showers, transportation, computers and free school meals.

We have the following business partners:

Buffalo Wild Wings

Pahokee Rotary Club

Florida Crystal

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Gregory Maxwell	Teacher
Dieane L. Walker	Business/Community
Adrian Ocampo	Principal
Michael Aronson	Principal
Herbert Crawford	Parent
Jean Lansiquout	Parent
Sanquetta Cowan	Parent
Sharonda Crawford	Parent
Tiffany Crawford	Parent
Syria Frost	Business/Community
Josie Hernandez	Parent
Stephanie Lopez	Student
Ayde Rosales	Student
Carmen Williams	Parent
Brandy Angram	Parent

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The 2016 School Improvement Plan will be presented to SAC members in the October meeting.

*Development of this school improvement plan*

The school site team constructs the SIP based current and past data and the needs of the students and share the plan with the SAC for approval. If any changes need to be made, the school's administration presents the changes to the SAC in the next scheduled meeting. The 2014 SIP was reviewed by the SAC and after recommendations the 2015 SIP was developed. The 2015 SIP plan was approved by SAC in October.

*Preparation of the school's annual budget and plan*

The School Improvement Plan will be presented to SAC with a budget and reasons for expected expenses based on instructional strategies. It will also include SAC funds for the needs of the school.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The school allocated funds for three budgets:

IB Consultant (William Stroud) \$3000

Reading teachers training \$2000

Study Island \$5000

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

In the August meeting SAC compliance measures were discussed and will be reviewed prior to accepting nominations for open SAC positions during September's meeting.

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Ocampo, Adrian	Principal
Johnson, Tara	Other
San, Perdy	Other
Dnnard, Dwayne	Assistant Principal
Aronson, Michael	Principal
Bryant, Shaneka	Instructional Coach
Cooper-Dunbar, Leslie	Administrative Support
Johnson, Melissa	Instructional Coach
Soto-Granville, Sonia	Other

**Duties**

***Describe how the LLT promotes literacy within the school***

The Middle School has two major initiatives this school year. First, all students will participate in a school-wide book club facilitated during DEAR time. Second, all students will read and write across the curriculum infusing AVID strategies.

The High School has two major initiatives this school year. First, all students in intensive reading will complete a novel study on Of Mice and Men. This will provide students with an opportunity for tremendous growth by allowing them to independently apply the skills and strategies learned

throughout the year while engaging in authentic reading.

The second initiative is the infusion of reading and writing across the curriculum with AVID strategies such as Socratic Seminar and Philosophical Chair as the springboard. We will continue the school-wide implementation of Reading Plus. Various Incentives will be given to students who use the program with fidelity.

Pahokee Middle High School will meet monthly to assess progress towards accomplishing identified goals. The LLT will promote and support literacy through coaching, modeling and by providing resources for instructional staff and students. Through ongoing professional development, PMHS Literacy Leadership Team (LLT) will work diligently to ensure that the following components are central to teaching and learning:

1. Complex text
2. Text-Dependent questions
3. Close reading
4. Extensive research and writing

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Learning Team Meetings are utilized for teachers to meet collaboratively on a weekly basis to discuss academic instructional strategies, data, assessments, on-going progress monitoring and planning. Common planning allows teachers to collaborate, implementation of instructional strategies, analyze and reflect on instructional practices.

Teachers will participate in the Learning Science International Initiative (LSI): Essentials for Achieving Rigor, an ongoing job embedded professional development.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

- Administration attends job fairs and work with District personnel to find highly qualified teachers.
- Professional Development such as CHAMPS, MYP/IB and AVID for all teachers is provided by the District, school, academic coaches, and LTF.
- Regular meetings of new teachers with principal, assistant principals, academic coaches, mentors, and department chairs.
- Partnering new teachers with successful veteran teachers.
- Providing all teachers with the opportunity to participate in a professional learning community.
- All teachers receive a Glades Supplement and extra curricular supplements are available.
- All teachers will be provided with a safe and secure working environment.
- MOU \$5000 bonus for first year of teaching in the Glades

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers are paired with mentor teachers, to assist with the transition process. Teachers will be doing a book study on "The First Days of School" by Harry Wong to develop strong classroom management skills and lesson development and delivery. New teachers will also participate in an ongoing bi-weekly discussion group with a focus on lesson development, classroom management, building classroom cultures and an understanding of the students we serve. ESP Mentor provided by the District for first year and second year teachers.

## Ambitious Instruction and Learning

## Instructional Programs and Strategies

### Instructional Programs

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

School-based Team meetings are held monthly to implement TIER I, TIER II or TIER III interventions based on: (1) Assessment of the student(s) and the barriers blocking their success (2) Identify research-based interventions and (3) Evaluation of the Response To Intervention (RTI) process.

The school ensures every teacher contributes to literacy improvement of every student by: Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

- Utilized a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- scheduled an uninterrupted 90 minute reading block (ms)
- scheduled high level 2 students with CLS trained teacher (ms)
- scheduled category 1 (FAIR) and category 2 (FAIR) students with a reading endorsed teacher in an AVID elective (hs)
- scheduled category 3 (FAIR) students with a 60 minute reading period combined with 60 minutes of AVID (hs)
- scheduled all 10th and 11th grade students with CLS trained teacher (hs)

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Common planning for ELA, Reading, Science, Social Studies and Math has been incorporated into the Master Board
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving inclusion services for ESE

### Instructional Strategies

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding LTM's on a set schedule to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- Creating a schedule with an uninterrupted 90 minute reading block (MS only)
- non-proficient students scheduled with a 60 minute reading period (hs)
- Category 3 (FAIR) students scheduled with a 60 minute reading period and a 60 minute AVID period



(hs)

- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving inclusion services for ESE/ELL
- Providing Process and Strategy charts for reminders of teaching

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 26,520

Middle School students meet for 1 hour after school Monday -Thursday. They are grouped based on data from SRI, Fair and Performance Matters assessments to ensure that we provide all students opportunities to meet proficient and advanced levels of achievement. High School students meet from 3 until 4 Monday - Thursday. Tutoring will be provided in all tests subjects including EOCs, FSA, SAT and ACT. (December - April)

### **Strategy Rationale**

To increase student performance, close achievement gaps and provide opportunities for enrichment

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Slydell, Camella, [camella.slydell@palmbeachschools.org](mailto:camella.slydell@palmbeachschools.org)

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student data will include SRI scores (pre/post), NGSS, EOCs and/or FSA performance.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

All members of the school staff participate in professional learning communities (Learning Team Meetings and Common Planning) that meet both informally and formally on a regular schedule. Collaboration occurs within grade levels, across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning and promotion such as the 6.5/7.5/8.5 compass credit recovery, Summer Academy for

incoming 6th grade students. The fore mentioned programs allows teachers and students to develop and become acclimated with upcoming learning opportunities at the secondary level.

## College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Guidance Counselors conducts individual student conferences. Throughout the year, students can meet with their guidance counselor to discuss their progress and ensure they are on a continued path of success.

Guidance services working with schools to inform and support students and parents in graduation and college readiness.

Each student engages in career exploration by participating in the E-PEP in 9th grade and a 9th and 10th grade transitional Career Survey.

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. This relevance transfers into conscious efforts to master skills that will be necessary for students to secure a position in their chosen interest areas.

The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Air Force Junior ROTC/ Aerospace Science  
Early Childhood Teacher Education  
International Baccalaureate Diploma Programme  
Medical Sciences - Pre-Medicine (Workforce) (In-House)  
Spanish Dual Language (In-House)  
Information Technology

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Specific programs such as Medical Sciences, Information Technology and Early Childhood Education are organized as programs of study attached to industry certifications.

Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

- \* School based team review with (as needed) assistance being provided to identified students
- \* Counselors conduct classroom guidance and individual counseling sessions with students
- \* Meetings held with parents to explain their role in assisting students with being ready for college

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If school-wide Professional Learning Communities are implemented with a focus on supporting teacher collaboration to meet the needs of all students, then we will increase student achievement across all grade levels.
  
- G2.** If we establish and maintain strong, positive school-home collaboration, then student academic achievement will improve.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If school-wide Professional Learning Communities are implemented with a focus on supporting teacher collaboration to meet the needs of all students, then we will increase student achievement across all grade levels. **1a**

G069737

**Targets Supported** **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	81.0
Algebra I EOC Pass Rate	60.0
FCAT 2.0 Science Proficiency	35.0
Bio I EOC Pass	59.0
FSA English Language Arts - Achievement	35.0
FSA Mathematics - Achievement	39.0

**Resources Available to Support the Goal** **2**

- AVID Site Team
- AVID Libraries
- Summer Institutes training
- professional development opportunities
- funding

**Targeted Barriers to Achieving the Goal** **3**

- Teachers have limited training and understanding of integrating scaffolding strategies throughout the lesson including planning for the complexity level of the standards and asking higher order questions due to little time to collaboratively plan for rigorous instruction to cultivate a single school culture.
- Students are missing foundational skills in reading and math

**Plan to Monitor Progress Toward G1.** **8**

(MS) Classroom walkthroughs, common assessment data, student work samples to demonstrate rigorous instruction.

**Person Responsible**

Michael Aronson

**Schedule**

Biweekly, from 10/2/2015 to 6/3/2016

**Evidence of Completion**

\*Collect completed student Cornell notes \*observation checklist \*Rigor Walks observation forms  
 \*feedback forms \*SRI scores

**Plan to Monitor Progress Toward G1. 8**

(HS) Classroom walkthroughs, common assessment data and student work samples

**Person Responsible**

Adrian Ocampo

**Schedule**

Biweekly, from 10/2/2015 to 6/3/2016

**Evidence of Completion**

\*observation checklist \*feedback forms \*SRI Scores \*FAIR Data

**G2.** If we establish and maintain strong, positive school-home collaboration, then student academic achievement will improve. 1a

G069738

**Targets Supported 1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	81.0
School Climate Survey - Parent	100.0

**Resources Available to Support the Goal 2**

- 9-12 We have a new parent liaison who is working diligently to get information out to the parents.
- Parentlink
- SUN advertising
- Teacher and parent relationships

**Targeted Barriers to Achieving the Goal 3**

- Limited amount of parent participation in school activities (ie. curriculum nights, conferences)

**Plan to Monitor Progress Toward G2. 8**

Parent survey, sign-in sheets and evaluation forms

**Person Responsible**

Camella Slydell

**Schedule**

Monthly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Sign in sheets, evaluations and parent survey results

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If school-wide Professional Learning Communities are implemented with a focus on supporting teacher collaboration to meet the needs of all students, then we will increase student achievement across all grade levels. **1**

 G069737

**G1.B2** Teachers have limited training and understanding of integrating scaffolding strategies throughout the lesson including planning for the complexity level of the standards and asking higher order questions due to little time to collaboratively plan for rigorous instruction to cultivate a single school culture. **2**

 B181425

**G1.B2.S1** The leadership team will increase their professional knowledge and provide teachers with job-embedded PD **4**

 S192956

### Strategy Rationale

Teachers need to be provided with differentiated professional development (job-embedded PD).

### Action Step 1 **5**

Professional development will be provided for Leadership Team aligned to FSA and IB Standards.

#### Person Responsible

Michael Aronson

#### Schedule

On 7/26/2015

#### Evidence of Completion

TDEs, Agenda, Travel Documentation

**Action Step 2** 5

(MS) Instructional Coaches will provide on-going professional development and support for teachers.

**Person Responsible**

Fannie Hart

**Schedule**

Weekly, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

schedule, coaching cycle calendar

**Action Step 3** 5

(HS) Instructional Coaches will provide on-going guidance and support through the coaching cycle.

**Person Responsible**

Shaneka Bryant

**Schedule**

Weekly, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

schedule, coaching cycle calendar

**Action Step 4** 5

(MS) Teachers will attend reading Model School conference to gain explicit professional development using reading instructional strategies and higher order questioning.

**Person Responsible**

Michael Aronson

**Schedule**

On 6/29/2016

**Evidence of Completion**

TDE's, agendas, follow-up activities & lesson plans



**Action Step 5** 5

(BPIE) Professional development will be provided on best practices for all inclusive education.

**Person Responsible**

Camella Slydell

**Schedule**

Annually, from 11/1/2015 to 6/3/2016

**Evidence of Completion**

Agendas, TDEs

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

(MS) Identify participants of the various PD, meet with the members and debrief after training sessions.

**Person Responsible**

Michael Aronson

**Schedule**

Quarterly, from 7/1/2015 to 6/30/2016

**Evidence of Completion**

TDE's, Training handouts/agenda, debrief notes

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

(HS) Identify participants of the various PD, meet with the members and debrief after training sessions.

**Person Responsible**

Adrian Ocampo

**Schedule**

Quarterly, from 7/1/2015 to 6/30/2016

**Evidence of Completion**

TDE's, Training handouts/agenda, debrief notes

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

(MS) Leadership team will collect and analyze data.

**Person Responsible**

Leslie Cooper-Dunbar

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

***Evidence of Completion***

FSQs (Florida Standards Quiz), USAs (Unit Standard Assessment), Semester exams

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

(HS) Leadership team will collect and analyze data.

**Person Responsible**

Tara Johnson

**Schedule**

Monthly, from 9/14/2015 to 6/30/2016

***Evidence of Completion***

FSQs (Florida Standards Quiz), USAs (Unit Standard Assessment), Semester exams

**G1.B2.S2** Instructional Coaches and Leadership Team will provide teachers guidance and support in all content areas in understanding the Standards and planning and delivering standards based instruction.

4

 S192957

### **Strategy Rationale**

Providing clarity of the Florida Standards for teachers will increase student achievement.

### **Action Step 1** 5

Coaches and teachers will attend district trainings, professional conferences and trainings.

#### **Person Responsible**

Adrian Ocampo

#### **Schedule**

Monthly, from 8/17/2015 to 6/3/2016

#### **Evidence of Completion**

Conference/Training agendas, TDE's, travel expenses

### **Action Step 2** 5

Conduct weekly Learning Team Meetings, LTMs, to unpack standards and develop performance scales.

#### **Person Responsible**

Tara Johnson

#### **Schedule**

Weekly, from 8/24/2015 to 5/27/2016

#### **Evidence of Completion**

Sign In Sheets, LTM Agenda, Lesson Plans

**Action Step 3** 5

(MS) Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.

**Person Responsible**

Camella Slydell

**Schedule**

Biweekly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Sign In Sheets, Agendas, Lesson Plans, iObersvation, LSI Walk Notes

**Action Step 4** 5

Teachers will be provided release time during the day to work collaboratively in LTM and common planning to develop complexity level 2 and level 3 questions aligned with rigorous assessments in reading, math and science

**Person Responsible**

Tara Johnson

**Schedule**

Monthly, from 10/20/2015 to 5/29/2016

**Evidence of Completion**

Agendas, Sign In Sheets, Lesson Plans, Classroom Walkthrough observation sheets

**Action Step 5** 5

(MS) Middle School Math resource teacher will provide small group instruction to targeted at-risk students.

**Person Responsible**

Fannie Hart

**Schedule**

Daily, from 8/17/2015 to 6/1/2016

**Evidence of Completion**

lesson plans, schedule, student roster

**Action Step 6** 5

(HS) High School Math resource teacher will provide small group instruction to targeted at-risk students.

**Person Responsible**

Janay Mullins

**Schedule**

Biweekly, from 8/17/2015 to 6/1/2016

***Evidence of Completion***

lesson plans, schedule, student roster

**Action Step 7** 5

(MS) Online programs and resources will supplement classroom instruction and extended learning opportunities.

**Person Responsible**

Leslie Cooper-Dunbar

**Schedule**

Daily, from 8/31/2015 to 6/1/2016

***Evidence of Completion***

attendance, lesson plans, schedule

**Action Step 8** 5

Coaches and LTF will support teachers in utilizing the four PLC Guiding questions during common planning.

**Person Responsible**

Tara Johnson

**Schedule**

Biweekly, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

Sign In Sheets, Agendas, Lesson Plans, iObersvation, LSI Walk Notes

**Plan to Monitor Fidelity of Implementation of G1.B2.S2 6**

Classroom walkthroughs, leadership team meetings to review LTM agendas, coaching logs/support plans and common planning foci

**Person Responsible**

Camella Slydell

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

**Evidence of Completion**

walkthrough notes, coach logs, common planning agendas

**Plan to Monitor Fidelity of Implementation of G1.B2.S2 6**

Classroom walkthroughs, leadership team meetings to review LTM agendas, coaching logs/support plans and common planning foci

**Person Responsible**

Dwayne Dnnard

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

**Evidence of Completion**

walkthrough notes, coach logs, common planning agendas

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Student data will be analyzed and data chats will be conducted with instructional personnel in regards to data results.

**Person Responsible**

Michael Aronson

**Schedule**

Biweekly, from 10/5/2015 to 6/2/2016

**Evidence of Completion**

Data-driven support Data chat conference notes Action plan based on data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Student data will be analyzed and data chats will be conducted with instructional personnel in regards to data results.

**Person Responsible**

Adrian Ocampo

**Schedule**

Biweekly, from 10/5/2015 to 6/2/2016

**Evidence of Completion**

Data-driven support Data chat conference notes Action plan based on data

**G1.B2.S3** Provide administrators and teachers with ongoing professional development through the LSI initiative on the essentials for achieving rigor. 4

 S192958

**Strategy Rationale**

For teachers to have the instructional knowledge and strategies to ensure that a rigorous learning environment is provided for all students.

**Action Step 1 5**

(MS) Teachers will be provided LSI: Conditions for Learning Training.

**Person Responsible**

Camella Slydell

**Schedule**

On 8/3/2015

**Evidence of Completion**

Training Materials, Agenda, Sign in Sheets

**Action Step 2** 5

Teachers will be provided opportunities to observe their peers in the effective implementation of the Conditions for Learning training.

**Person Responsible**

Michael Aronson

**Schedule**

Monthly, from 8/24/2015 to 10/2/2015

***Evidence of Completion***

List of teachers & scheduled for peer observations

**Action Step 3** 5

Coaching for implementation Job Embedded PD days (4 Days)

**Person Responsible**

Tara Johnson

**Schedule**

Quarterly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

Sign in, PD Resources, Classroom Observation Schedule

**Action Step 4** 5

Monitoring for Learning Training

**Person Responsible**

Adrian Ocampo

**Schedule**

On 11/16/2015

***Evidence of Completion***

Sign In Sheet, Agenda, Training Materials



**Action Step 5** 5

PLC Team Leader Training Part 1

**Person Responsible**

**Schedule**

On 10/14/2015

***Evidence of Completion***

Sign In, Agenda, PD Materials

**Action Step 6** 5

Teaching Foundations Training

**Person Responsible**

**Schedule**

On 2/15/2016

***Evidence of Completion***

Sign In, Agenda, PD Materials

**Action Step 7** 5

Goals & Scales Training

**Person Responsible**

Michael Aronson

**Schedule**

On 6/3/2016

***Evidence of Completion***

Sign In, Agenda, PD Materials

**Plan to Monitor Fidelity of Implementation of G1.B2.S3 6**

(MS) Lessons plans, learning goal scales and student questioning techniques will demonstrate rigor.

**Person Responsible**

Camella Slydell

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Weekly lesson plans, learning goal scales and classroom observations

**Plan to Monitor Fidelity of Implementation of G1.B2.S3 6**

(HS) Lessons plans, learning goal scales and student questioning techniques will demonstrate rigor.

**Person Responsible**

Dwayne Dnnard

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Weekly lesson plans, learning goal scales and classroom observations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

(MS) Student will be able to successfully answer higher order questions on FSQs, NGSQs and USAs.

**Person Responsible**

Leslie Cooper-Dunbar

**Schedule**

Every 3 Weeks, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

FSQ, NGSQ and USA data results

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

(HS) Student will be able to successfully answer higher order questions on FSQs and USAs.

**Person Responsible**

Tara Johnson


**Schedule**

Every 3 Weeks, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

FSQ, NGSQ and USA data results

**G1.B3 Students are missing foundational skills in reading and math 2**

 B181426

**G1.B3.S1** In-school, after-school and Saturday tutorial for reading, math and science will be provided for targeted students. 4

 S192959

**Strategy Rationale**

To increase students' foundational skills and/or concepts

**Action Step 1 5**

(MS) Afterschool tutorial (Monday-Thursday) and Saturday tutorial to students will be provided to students in reading, math and science.

**Person Responsible**

Camella Slydell

**Schedule**

Weekly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

student sign-in sheets and teacher time sheets

**Action Step 2** 5

(HS) Afterschool Tutorial (Monday-Thursday and selected Saturdays) will be provided to students.

**Person Responsible**

Dwayne Dnnard

**Schedule**

Weekly, from 1/12/2016 to 6/3/2016

**Evidence of Completion**

student sign-in sheets and teacher time sheets

**Action Step 3** 5

(HS) Out of systems tutor will provide individualized support for computer-based programs.

**Person Responsible**

Adrian Ocampo

**Schedule**

Daily, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

schedule, student roster

**Action Step 4** 5

(MS) Out of systems tutor will provide individualized support for computer-based programs.

**Person Responsible**

Michael Aronson

**Schedule**

Daily, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

schedule, student roster

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

(MS) Lesson plans will be reviewed and collected.

**Person Responsible**

Camella Slydell

**Schedule**

Biweekly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Mini-assessments and student sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

(HS) Lesson plans will be reviewed and collected.

**Person Responsible**

Dwayne Dnnard

**Schedule**

Biweekly, from 1/18/2016 to 6/3/2016

**Evidence of Completion**

Mini-assessments and student sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

(MS) Teachers will administer pre/post test.

**Person Responsible**

Camella Slydell

**Schedule**

Monthly, from 9/25/2015 to 6/3/2016

**Evidence of Completion**

Pre/post test data will be reviewed

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

(HS) Teachers will administer pre/post test.

**Person Responsible**

Dwayne Dnnard


**Schedule**

Monthly, from 1/18/2016 to 6/3/2016


**Evidence of Completion**

Pre/post test data will be reviewed


**G2.** If we establish and maintain strong, positive school-home collaboration, then student academic achievement will improve. 1

 G069738

**G2.B1** Limited amount of parent participation in school activities (ie. curriculum nights, conferences) 2

 B181427

**G2.B1.S1** (MS & HS) Provide parents with various opportunities to collaborate with the school. 4

 S192960

**Strategy Rationale**

By providing parents with various opportunities to collaborate with the school we will increase their awareness and provide them with strategies to support their child at home.

**Action Step 1 5**

(MS & HS) All Parents will receive information related to school events via language interpretation (trainings, functions, coaching for parents) in various ways to increase parent participation in school events.

**Person Responsible**

Camella Slydell

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

postage receipts, flyers or newsletters, guidance counselor parent log & student schedules

**Action Step 2** 5

(MS & HS) All Parents will be provided with parent trainings related to academic, technology and best strategies to increase student performance across core content areas.

**Person Responsible**

Camella Slydell

**Schedule**

Every 6 Weeks, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

flyers, invitations, agenda, sign in sheets

**Action Step 3** 5

Boys Town of South Florida will provide a series of 6 Common Sense Parent trainings

**Person Responsible**

Adrian Ocampo

**Schedule**

Weekly, from 10/6/2015 to 11/10/2015

**Evidence of Completion**

flyers, invitations, registration sheet, consultant contract

**Action Step 4** 5

(HS) Guidance Counselor(s) will meet with parents for post secondary education transitioning and options.

**Person Responsible**

Dwayne Dnnard

**Schedule**

Semiannually, from 12/15/2015 to 6/3/2016

**Evidence of Completion**

College application receipts, sign-in sheets and FAFSA pin

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Parent sign-in sheets, agenda and flyers for invitations

**Person Responsible**

Camella Slydell

**Schedule**

Monthly, from 9/15/2015 to 6/3/2016

**Evidence of Completion**

parent sign-in sheets, acknowledgement of email submission, evaluation, hand-outs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Parental feedback using evaluation/needs assessment form

**Person Responsible**

Camella Slydell

**Schedule**

Monthly, from 9/22/2015 to 6/3/2016

**Evidence of Completion**

Evaluation forms, parent sign-in sheets and annual parent surveys

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Professional development will be provided for Leadership Team aligned to FSA and IB Standards.	Aronson, Michael	7/22/2015	TDEs, Agenda, Travel Documentation	7/26/2015 one-time
G1.B2.S2.A1	Coaches and teachers will attend district trainings, professional conferences and trainings.	Ocampo, Adrian	8/17/2015	Conference/Training agendas, TDE's, travel expenses	6/3/2016 monthly
G1.B2.S3.A1	(MS) Teachers will be provided LSI: Conditions for Learning Training.	Slydell, Camella	8/3/2015	Training Materials, Agenda, Sign in Sheets	8/3/2015 one-time
G1.B3.S1.A1	(MS) Afterschool tutorial (Monday-Thursday) and Saturday tutorial to students will be provided to students in reading, math and science.	Slydell, Camella	9/21/2015	student sign-in sheets and teacher time sheets	6/3/2016 weekly
G2.B1.S1.A1	(MS & HS) All Parents will receive information related to school events via language interpretation (trainings, functions, coaching for parents) in	Slydell, Camella	8/17/2015	postage receipts, flyers or newsletters, guidance counselor parent log & student schedules	6/3/2016 monthly



**Palm Beach - 1771 - Pahokee Middle Senior High - 2015-16 SIP**  
*Pahokee Middle Senior High*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	various ways to increase parent participation in school events.				
G1.B2.S1.A2	(MS) Instructional Coaches will provide on-going professional development and support for teachers.	Hart, Fannie	8/17/2015	schedule, coaching cycle calendar	6/2/2016 weekly
G1.B2.S2.A2	Conduct weekly Learning Team Meetings, LTMs, to unpack standards and develop performance scales.	Johnson, Tara	8/24/2015	Sign In Sheets, LTM Agenda, Lesson Plans	5/27/2016 weekly
G1.B2.S3.A2	Teachers will be provided opportunities to observe their peers in the effective implementation of the Conditions for Learning training.	Aronson, Michael	8/24/2015	List of teachers & scheduled for peer observations	10/2/2015 monthly
G1.B3.S1.A2	(HS) Afterschool Tutorial (Monday-Thursday and selected Saturdays) will be provided to students.	Dnnard, Dwayne	1/12/2016	student sign-in sheets and teacher time sheets	6/3/2016 weekly
G2.B1.S1.A2	(MS & HS) All Parents will be provided with parent trainings related to academic, technology and best strategies to increase student performance across core content areas.	Slydell, Camella	9/1/2015	flyers, invitations, agenda, sign in sheets	5/31/2016 every-6-weeks
G1.B2.S1.A3	(HS) Instructional Coaches will provide on-going guidance and support through the coaching cycle.	Bryant, Shaneka	8/17/2015	schedule, coaching cycle calendar	6/2/2016 weekly
G1.B2.S2.A3	(MS) Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.	Slydell, Camella	8/24/2015	Sign In Sheets, Agendas, Lesson Plans, iObersvation, LSI Walk Notes	5/27/2016 biweekly
G1.B2.S3.A3	Coaching for implementation Job Embedded PD days (4 Days)	Johnson, Tara	9/8/2015	Sign in, PD Resources, Classroom Observation Schedule	6/3/2016 quarterly
G1.B3.S1.A3	(HS) Out of systems tutor will provide individualized support for computer-based programs.	Ocampo, Adrian	9/1/2015	schedule, student roster	5/31/2016 daily
G2.B1.S1.A3	Boys Town of South Florida will provide a series of 6 Common Sense Parent trainings	Ocampo, Adrian	10/6/2015	flyers, invitations, registration sheet, consultant contract	11/10/2015 weekly
G1.B2.S1.A4	(MS) Teachers will attend reading Model School conference to gain explicit professional development using reading instructional strategies and higher order questioning.	Aronson, Michael	6/26/2016	TDE's, agendas, follow-up activities & lesson plans	6/29/2016 one-time
G1.B2.S2.A4	Teachers will be provided release time during the day to work collaboratively in LTM and common planning to develop complexity level 2 and level 3 questions aligned with rigorous assessments in reading, math and science	Johnson, Tara	10/20/2015	Agendas, Sign In Sheets, Lesson Plans, Classroom Walkthrough observation sheets	5/29/2016 monthly
G1.B2.S3.A4	Monitoring for Learning Training	Ocampo, Adrian	11/16/2015	Sign In Sheet, Agenda, Training Materials	11/16/2015 one-time
G1.B3.S1.A4	(MS) Out of systems tutor will provide individualized support for computer-based programs.	Aronson, Michael	9/1/2015	schedule, student roster	5/31/2016 daily
G2.B1.S1.A4	(HS) Guidance Counselor(s) will meet with parents for post secondary education transitioning and options.	Dnnard, Dwayne	12/15/2015	College application receipts, sign-in sheets and FAFSA pin	6/3/2016 semiannually
G1.B2.S1.A5	(BPIE) Professional development will be provided on best practices for all inclusive education.	Slydell, Camella	11/1/2015	Agendas, TDEs	6/3/2016 annually

**Palm Beach - 1771 - Pahokee Middle Senior High - 2015-16 SIP**  
*Pahokee Middle Senior High*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A5	(MS) Middle School Math resource teacher will provide small group instruction to targeted at-risk students.	Hart, Fannie	8/17/2015	lesson plans, schedule, student roster	6/1/2016 daily
G1.B2.S3.A5	PLC Team Leader Training Part 1		10/6/2015	Sign In, Agenda, PD Materials	10/14/2015 one-time
G1.B2.S2.A6	(HS) High School Math resource teacher will provide small group instruction to targeted at-risk students.	Mullins, Janay	8/17/2015	lesson plans, schedule, student roster	6/1/2016 biweekly
G1.B2.S3.A6	Teaching Foundations Training		2/15/2016	Sign In, Agenda, PD Materials	2/15/2016 one-time
G1.B2.S2.A7	(MS) Online programs and resources will supplement classroom instruction and extended learning opportunities.	Cooper-Dunbar, Leslie	8/31/2015	attendance, lesson plans, schedule	6/1/2016 daily
G1.B2.S3.A7	Goals & Scales Training	Aronson, Michael	5/2/2016	Sign In, Agenda, PD Materials	6/3/2016 one-time
G1.B2.S2.A8	Coaches and LTF will support teachers in utilizing the four PLC Guiding questions during common planning.	Johnson, Tara	8/24/2015	Sign In Sheets, Agendas, Lesson Plans, iObservation, LSI Walk Notes	5/27/2016 biweekly
G1.MA1	(MS) Classroom walkthroughs, common assessment data, student work samples to demonstrate rigorous instruction.	Aronson, Michael	10/2/2015	*Collect completed student Cornell notes *observation checklist *Rigor Walks observation forms *feedback forms *SRI scores	6/3/2016 biweekly
G1.MA2	(HS) Classroom walkthroughs, common assessment data and student work samples	Ocampo, Adrian	10/2/2015	*observation checklist *feedback forms *SRI Scores *FAIR Data	6/3/2016 biweekly
G1.B2.S1.MA1	(MS) Leadership team will collect and analyze data.	Cooper-Dunbar, Leslie	9/14/2015	FSQs (Florida Standards Quiz), USAs (Unit Standard Assessment), Semester exams	6/3/2016 monthly
G1.B2.S1.MA4	(HS) Leadership team will collect and analyze data.	Johnson, Tara	9/14/2015	FSQs (Florida Standards Quiz), USAs (Unit Standard Assessment), Semester exams	6/30/2016 monthly
G1.B2.S1.MA1	(MS) Identify participants of the various PD, meet with the members and debrief after training sessions.	Aronson, Michael	7/1/2015	TDE's, Training handouts/agenda, debrief notes	6/30/2016 quarterly
G1.B2.S1.MA3	(HS) Identify participants of the various PD, meet with the members and debrief after training sessions.	Ocampo, Adrian	7/1/2015	TDE's, Training handouts/agenda, debrief notes	6/30/2016 quarterly
G1.B3.S1.MA1	(MS) Teachers will administer pre/post test.	Slydell, Camella	9/25/2015	Pre/post test data will be reviewed	6/3/2016 monthly
G1.B3.S1.MA4	(HS) Teachers will administer pre/post test.	Dnnard, Dwayne	1/18/2016	Pre/post test data will be reviewed	6/3/2016 monthly
G1.B3.S1.MA1	(MS) Lesson plans will be reviewed and collected.	Slydell, Camella	9/21/2015	Mini-assessments and student sign-in sheets	6/3/2016 biweekly
G1.B3.S1.MA3	(HS) Lesson plans will be reviewed and collected.	Dnnard, Dwayne	1/18/2016	Mini-assessments and student sign-in sheets	6/3/2016 biweekly
G1.B2.S2.MA1	Student data will be analyzed and data chats will be conducted with instructional personnel in regards to data results.	Aronson, Michael	10/5/2015	Data-driven support Data chat conference notes Action plan based on data	6/2/2016 biweekly
G1.B2.S2.MA4	Student data will be analyzed and data chats will be conducted with instructional personnel in regards to data results.	Ocampo, Adrian	10/5/2015	Data-driven support Data chat conference notes Action plan based on data	6/2/2016 biweekly
G1.B2.S2.MA1	Classroom walkthroughs, leadership team meetings to review LTM agendas, coaching logs/support plans and common planning foci	Slydell, Camella	9/14/2015	walkthrough notes, coach logs, common planning agendas	6/3/2016 monthly
G1.B2.S2.MA2	Classroom walkthroughs, leadership team meetings to review LTM agendas,	Dnnard, Dwayne	9/14/2015	walkthrough notes, coach logs, common planning agendas	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	coaching logs/support plans and common planning foci				
G1.B2.S3.MA1	(MS) Student will be able to successfully answer higher order questions on FSQs, NGSQs and USAs.	Cooper-Dunbar, Leslie	10/1/2015	FSQ, NGSQ and USA data results	6/3/2016 every-3-weeks
G1.B2.S3.MA4	(HS) Student will be able to successfully answer higher order questions on FSQs and USAs.	Johnson, Tara	10/1/2015	FSQ, NGSQ and USA data results	6/3/2016 every-3-weeks
G1.B2.S3.MA1	(MS) Lessons plans, learning goal scales and student questioning techniques will demonstrate rigor.	Slydell, Camella	9/1/2015	Weekly lesson plans, learning goal scales and classroom observations	6/3/2016 weekly
G1.B2.S3.MA3	(HS) Lessons plans, learning goal scales and student questioning techniques will demonstrate rigor.	Dnnard, Dwayne	9/1/2015	Weekly lesson plans, learning goal scales and classroom observations	6/3/2016 weekly
G2.MA1	Parent survey, sign-in sheets and evaluation forms	Slydell, Camella	9/21/2015	Sign in sheets, evaluations and parent survey results	6/3/2016 monthly
G2.B1.S1.MA1	Parental feedback using evaluation/needs assessment form	Slydell, Camella	9/22/2015	Evaluation forms, parent sign-in sheets and annual parent surveys	6/3/2016 monthly
G2.B1.S1.MA1	Parent sign-in sheets, agenda and flyers for invitations	Slydell, Camella	9/15/2015	parent sign-in sheets, acknowledgement of email submission, evaluation, hand-outs	6/3/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If school-wide Professional Learning Communities are implemented with a focus on supporting teacher collaboration to meet the needs of all students, then we will increase student achievement across all grade levels.

**G1.B2** Teachers have limited training and understanding of integrating scaffolding strategies throughout the lesson including planning for the complexity level of the standards and asking higher order questions due to little time to collaboratively plan for rigorous instruction to cultivate a single school culture.

**G1.B2.S1** The leadership team will increase their professional knowledge and provide teachers with job-embedded PD

### **PD Opportunity 1**

Professional development will be provided for Leadership Team aligned to FSA and IB Standards.

#### **Facilitator**

IB of Americas

#### **Participants**

Administration, teachers

#### **Schedule**

On 7/26/2015

### **PD Opportunity 2**

(MS) Instructional Coaches will provide on-going professional development and support for teachers.

#### **Facilitator**

Fannie Hart

#### **Participants**

teachers

#### **Schedule**

Weekly, from 8/17/2015 to 6/2/2016

### PD Opportunity 3

(HS) Instructional Coaches will provide on-going guidance and support through the coaching cycle.

#### Facilitator

J. Mullins (Math Coach), S. Bryant (Literacy Coach)

#### Participants

teachers

#### Schedule

Weekly, from 8/17/2015 to 6/2/2016

### PD Opportunity 4

(BPIE) Professional development will be provided on best practices for all inclusive education.

#### Facilitator

FIN (Florida Inclusive Network)

#### Participants

administration and teachers

#### Schedule

Annually, from 11/1/2015 to 6/3/2016

**G1.B2.S2** Instructional Coaches and Leadership Team will provide teachers guidance and support in all content areas in understanding the Standards and planning and delivering standards based instruction.

### PD Opportunity 1

Coaches and teachers will attend district trainings, professional conferences and trainings.

#### Facilitator

Leadership Team

#### Participants

Coaches & Teachers

#### Schedule

Monthly, from 8/17/2015 to 6/3/2016

## **PD Opportunity 2**

Conduct weekly Learning Team Meetings, LTMs, to unpack standards and develop performance scales.

### **Facilitator**

Middle School & High School Learning Team Facilitators

### **Participants**

Administrative Staff, Instructional, Support Members

### **Schedule**

Weekly, from 8/24/2015 to 5/27/2016

## **PD Opportunity 3**

(MS) Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.

### **Facilitator**

Learning Team Facilitator & Instructional Coaches

### **Participants**

Instructional Staff

### **Schedule**

Biweekly, from 8/24/2015 to 5/27/2016

## **PD Opportunity 4**

Teachers will be provided release time during the day to work collaboratively in LTM and common planning to develop complexity level 2 and level 3 questions aligned with rigorous assessments in reading, math and science

### **Facilitator**

(MS &HS) Learning Team Facilitators & Instructional Coaches

### **Participants**

All Teachers

### **Schedule**

Monthly, from 10/20/2015 to 5/29/2016

### **PD Opportunity 5**

Coaches and LTF will support teachers in utilizing the four PLC Guiding questions during common planning.

#### **Facilitator**

Learning Team Facilitator & Instructional Coaches

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/24/2015 to 5/27/2016

**G1.B2.S3** Provide administrators and teachers with ongoing professional development through the LSI initiative on the essentials for achieving rigor.

### **PD Opportunity 1**

(MS) Teachers will be provided LSI: Conditions for Learning Training.

#### **Facilitator**

LSI Staff Developer

#### **Participants**

Faculty & Staff

#### **Schedule**

On 8/3/2015

### **PD Opportunity 2**

Teachers will be provided opportunities to observe their peers in the effective implementation of the Conditions for Learning training.

#### **Facilitator**

LTF & Administrators

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/24/2015 to 10/2/2015

**PD Opportunity 3**

Coaching for implementation Job Embedded PD days (4 Days)

**Facilitator**

LSI Staff Developer

**Participants**

Administrators, LTF & Teacher Leaders

**Schedule**

Quarterly, from 9/8/2015 to 6/3/2016

**PD Opportunity 4**

Monitoring for Learning Training

**Facilitator**

LSI Staff Developer

**Participants**

Faculty & Staff

**Schedule**

On 11/16/2015

**PD Opportunity 5**

PLC Team Leader Training Part 1

**Facilitator**

LSI Staff Developer

**Participants**

Administrators, LTF & Team Leaders

**Schedule**

On 10/14/2015



**PD Opportunity 6**

Teaching Foundations Training

**Facilitator**

LSI Staff Developer

**Participants**

Faculty & Staff

**Schedule**

On 2/15/2016

**PD Opportunity 7**

Goals & Scales Training

**Facilitator**

LSI Staff Developer

**Participants**

Faculty & Staff

**Schedule**

On 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** If school-wide Professional Learning Communities are implemented with a focus on supporting teacher collaboration to meet the needs of all students, then we will increase student achievement across all grade levels.

**G1.B2** Teachers have limited training and understanding of integrating scaffolding strategies throughout the lesson including planning for the complexity level of the standards and asking higher order questions due to little time to collaboratively plan for rigorous instruction to cultivate a single school culture.

**G1.B2.S1** The leadership team will increase their professional knowledge and provide teachers with job-embedded PD

**PD Opportunity 1**

(MS) Teachers will attend reading Model School conference to gain explicit professional development using reading instructional strategies and higher order questioning.

**Facilitator**

ICLE (International Center for Leadership Excellence)

**Participants**

administration and teachers

**Schedule**

On 6/29/2016

## Budget

<b>Budget Data</b>						
<b>1</b>	<b>G1.B2.S1.A1</b>	<b>Professional development will be provided for Leadership Team aligned to FSA and IB Standards.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High	Title I Part A		\$5,000.00
<i>Notes: (MS) IB Conference Chicago</i>						
<b>2</b>	<b>G1.B2.S1.A2</b>	<b>(MS) Instructional Coaches will provide on-going professional development and support for teachers.</b>				<b>\$38,622.80</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High			\$35,945.40

Budget Data						
<i>Notes: (MS) .5 Math Coach Fannie Hart salary and benefits</i>						
			1771 - Pahokee Middle Senior High			\$2,677.40
<i>Notes: (MS) PD Books: Teaching with Poverty in Mind Framework for Understanding Poverty .</i>						
<b>3</b>	<b>G1.B2.S1.A3</b>	<b>(HS) Instructional Coaches will provide on-going guidance and support through the coaching cycle.</b>				<b>\$35,945.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High	Title I Part A		\$35,945.40
<i>Notes: (HS) .5 Math Coach salary and benefits-Janay Mullins</i>						
<b>4</b>	<b>G1.B2.S1.A4</b>	<b>(MS) Teachers will attend reading Model School conference to gain explicit professional development using reading instructional strategies and higher order questioning.</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High	Title I Part A		\$4,000.00
<i>Notes: (MS) Model School Conference travel and registration: 2 administrators 2 reading teachers</i>						
<b>5</b>	<b>G1.B2.S1.A5</b>	<b>(BPIE) Professional development will be provided on best practices for all inclusive education.</b>				<b>\$0.00</b>
<b>6</b>	<b>G1.B2.S2.A1</b>	<b>Coaches and teachers will attend district trainings, professional conferences and trainings.</b>				<b>\$0.00</b>
<b>7</b>	<b>G1.B2.S2.A2</b>	<b>Conduct weekly Learning Team Meetings, LTMs, to unpack standards and develop performance scales.</b>				<b>\$0.00</b>
<b>8</b>	<b>G1.B2.S2.A3</b>	<b>(MS) Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.</b>				<b>\$0.00</b>
<b>9</b>	<b>G1.B2.S2.A4</b>	<b>Teachers will be provided release time during the day to work collaboratively in LTM and common planning to develop complexity level 2 and level 3 questions aligned with rigorous assessments in reading, math and science</b>				<b>\$3,294.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High	Title I Part A		\$3,294.40
<i>Notes: (HS) Professional Development substitute teachers-salary and benefits</i>						
<b>10</b>	<b>G1.B2.S2.A5</b>	<b>(MS) Middle School Math resource teacher will provide small group instruction to targeted at-risk students.</b>				<b>\$42,945.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data							
			1771 - Pahokee Middle Senior High	Title I Part A		\$35,945.40	
<i>Notes: (MS) Fannie Hart (.5 Resource) salary and benefits</i>							
			1771 - Pahokee Middle Senior High	Title I Part A		\$7,000.00	
<i>Notes: (MS) supplies: paper and ink for classroom use, classroom libraries, pens, pencil, highlighters, composition books, printers</i>							
<b>11</b>	<b>G1.B2.S2.A6</b>	<b>(HS) High School Math resource teacher will provide small group instruction to targeted at-risk students.</b>					<b>\$35,945.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1771 - Pahokee Middle Senior High	Title I Part A		\$35,945.40	
<i>Notes: (HS) Janay Mullins (.5 Resource) salary and benefits</i>							
<b>12</b>	<b>G1.B2.S2.A7</b>	<b>(MS) Online programs and resources will supplement classroom instruction and extended learning opportunities.</b>					<b>\$22,790.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1771 - Pahokee Middle Senior High	Title I Part A		\$20,165.00	
<i>Notes: (MS) On-line Software iReady (MS-15165) and Study Island (MS-2500); STRIDE Academy (MS-2500)</i>							
			1771 - Pahokee Middle Senior High	Title I Part A		\$2,625.00	
<i>Notes: (HS) Flocabulary (HS-1200), Study Island (HS-1425)</i>							
<b>13</b>	<b>G1.B2.S2.A8</b>	<b>Coaches and LTF will support teachers in utilizing the four PLC Guiding questions during common planning.</b>					<b>\$0.00</b>
<b>14</b>	<b>G1.B2.S3.A1</b>	<b>(MS) Teachers will be provided LSI: Conditions for Learning Training.</b>					<b>\$800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1771 - Pahokee Middle Senior High	Title I Part A		\$800.00	
<i>Notes: (MS) Stipends</i>							
<b>15</b>	<b>G1.B2.S3.A2</b>	<b>Teachers will be provided opportunities to observe their peers in the effective implementation of the Conditions for Learning training.</b>					<b>\$0.00</b>
<b>16</b>	<b>G1.B2.S3.A3</b>	<b>Coaching for implementation Job Embedded PD days (4 Days)</b>					<b>\$0.00</b>
<b>17</b>	<b>G1.B2.S3.A4</b>	<b>Monitoring for Learning Training</b>					<b>\$0.00</b>
<b>18</b>	<b>G1.B2.S3.A5</b>	<b>PLC Team Leader Training Part 1</b>					<b>\$0.00</b>
<b>19</b>	<b>G1.B2.S3.A6</b>	<b>Teaching Foundations Training</b>					<b>\$0.00</b>

<b>Budget Data</b>						
<b>20</b>	<b>G1.B2.S3.A7</b>	<b>Goals &amp; Scales Training</b>				<b>\$0.00</b>
<b>21</b>	<b>G1.B3.S1.A1</b>	<b>(MS) Afterschool tutorial (Monday-Thursday) and Saturday tutorial to students will be provided to students in reading, math and science.</b>				<b>\$11,454.77</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High	Title I Part A		\$4,782.99
<i>Notes: (MS) Salary and Benefits for tutors</i>						
			1771 - Pahokee Middle Senior High	Title I Part A		\$1,671.78
<i>Notes: (MS) iReady Supplemental Materials</i>						
			1771 - Pahokee Middle Senior High	Title I Part A		\$5,000.00
<i>Notes: (MS) Science lab materials to conduct hands-on activities during school day and during tutorial to include radiometer, solar kit, gravity kit, kitchen kit, renewable energy, roots water garden, ph water testing kit, paper, and beakers.</i>						
<b>22</b>	<b>G1.B3.S1.A2</b>	<b>(HS) Afterschool Tutorial (Monday-Thursday and selected Saturdays) will be provided to students.</b>				<b>\$13,543.35</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High	Title I Part A		\$13,543.35
<i>Notes: (HS) Salary and benefits for Tutors</i>						
<b>23</b>	<b>G1.B3.S1.A3</b>	<b>(HS) Out of systems tutor will provide individualized support for computer-based programs.</b>				<b>\$14,681.70</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High	Title I Part A		\$14,681.70
<i>Notes: (HS) Salary and benefits: A. Dean</i>						
<b>24</b>	<b>G1.B3.S1.A4</b>	<b>(MS) Out of systems tutor will provide individualized support for computer-based programs.</b>				<b>\$17,722.25</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High			\$3,040.55
<i>Notes: (MS) Supplies: headphones and microphones</i>						
			1771 - Pahokee Middle Senior High	Title I Part A		\$14,681.70
<i>Notes: (MS) Salary and benefits: C. Guerra</i>						

Budget Data						
25	G2.B1.S1.A1	<b>(MS &amp; HS) All Parents will receive information related to school events via language interpretation (trainings, functions, coaching for parents) in various ways to increase parent participation in school events.</b>				<b>\$2,100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High	Title I Part A		\$200.00
			<i>Notes: (MS) Postage</i>			
			1771 - Pahokee Middle Senior High	Title I Part A		\$1,900.00
			<i>Notes: (MS) Part-time for CLF salary and benefits -1200 (HS) Part-time for Parent Trainers-700</i>			
26	G2.B1.S1.A2	<b>(MS &amp; HS) All Parents will be provided with parent trainings related to academic, technology and best strategies to increase student performance across core content areas.</b>				<b>\$1,206.69</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High	Title I Part A		\$200.69
			<i>Notes: (HS) Family Involvement Supplies - paper, ink, chart paper, refreshments for parent trainings, markers, pens, pencils, post-its</i>			
			1771 - Pahokee Middle Senior High	Title I Part A		\$750.00
			<i>Notes: (MS) Family Involvement Supplies - paper, ink, chart paper, refreshments for parent trainings, markers, pens, pencils, post-its</i>			
			1771 - Pahokee Middle Senior High	Title I Part A		\$256.00
			<i>Notes: Salary and benefits for parent trainers (P. San)</i>			
27	G2.B1.S1.A3	<b>Boys Town of South Florida will provide a series of 6 Common Sense Parent trainings</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1771 - Pahokee Middle Senior High	Title I Part A		\$1,500.00
			<i>Notes: Consultant-Boys Town of South Florida (MS-750) (HS-750)</i>			
28	G2.B1.S1.A4	<b>(HS) Guidance Counselor(s) will meet with parents for post secondary education transitioning and options.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$251,552.16</b>