

The School District of Palm Beach County

Boynton Beach Community High



2015-16 School Improvement Plan

Boynton Beach Community High

4975 PARK RIDGE BLVD, Boynton Beach, FL 33426

www.palmbeach.k12.fl.us/boyntonbeachhs

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	76%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	88%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	A	B

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	0

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
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Boynton Beach Community High School is to develop dignity, respect and personal responsibility in a safe and caring learning environment that fosters academic achievement, civic responsibility, and opportunities for future success.

Provide the school's vision statement

100% of our students will graduate on time, college or career ready as responsible, productive members of society.

School Environment

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

Additionally, we infuse conversation and guidance regarding building relationships with students and families at faculty meetings, LTM, and individual meetings with teachers. During interviews for new teachers, the principal explains that the ability to form relationships with students is vital to success in our building. In the first days of school, school wide lessons are taught emphasizing tolerance and compassion, as well as appropriate methods of interacting with others in our diverse population. Training will be held to help teachers understand how families of different cultures view education in an effort to increase parent involvement in the school. Various clubs related to culture support students in understanding one another's cultures, as well as maintain pride in their own cultures.

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

Our school creates an environment where students feel safe and respected before, during and after school by developing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum through supplemental supports including school based counseling, career navigation, social services coordination, and graduation coaching. We also strive to enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary. Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. In the upcoming school year, we will provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels

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

We will ensure teachers are trained in Classroom management strategies (CHAMPS, etc.). SwPBS teams will review classroom data to ensure students are engaged while in class. We will strive to maintain a minimum of a 4:1 ratio of positive interactions (RPI) in every classroom to ensure students remain engaged during instructional time.

Additionally, we will ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity and encourage students to track their own learning progress.

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

Our school has an operational school based team that meets frequently to discuss students with barriers to academic and social success and build programs of intervention specific to each child in need. Mentors are assigned to students with social-emotional needs. These mentors are teachers, administrators, counselors, or other appropriate personnel who can support students. We also refer students to an outside counselor through the Parent Child Center, TOPS program, Women of Tomorrow, and Youth Services Bureau. Many students are on formal or informal check in/check out plans; faculty is cognizant of the importance of positive interactions with students who struggle with social-emotional needs. Separate mentoring groups for males and females are also in operation to support students.

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

The purpose of the Boynton Beach Community High School's Early Warning System is to provide data on the likelihood that students may or may not reach key academic goals. Attendance under 90%. This indicator was chosen for its mix of accuracy (since a high percentage of students with that indicator that dropped out) and yield (a high proportion of all dropouts had this indicator).

First term failure in either English Language or Mathematics.
 Suspended for one or more school days.

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
	9	10	11	12	
Attendance below 90 percent	84	114	94	23	315
One or more suspensions	106	121	84	58	369
Course failure in ELA or Math	136	210	134	100	580
Level 1 on statewide assessment	172	170	179	79	600
	0	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
	9	10	11	12	
Students exhibiting two or more indicators	126	133	91	43	393

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

Tier 1 Academic: Core curriculum, standardized assessment, Freshman Invasion and Ninth Grade Academy.
 Tier 2 Academic: Differentiated instruction, group tutoring programs.
 Tier 3 Academic: Individualized tutorial programs, Credit recovery, Individualized Education Program, New Horizons *****Horizons, Fast Track.
 Tier 1 Behavior: School counseling services, dropout early warning system, universal screening component, electronic tardy prevention system.
 Tier 2 Behavior: Afterschool programming, group mentoring programs, chemical dependency groups(DATA Counselor).
 Tier 3 Behavior: Intensive School Based Team case management, intensive individual interventions (behavior contracts,chemical dependency treatment, mental health Interventions, etc.)

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 available at the school site.

Description

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

The school partners with businesses in the area to provide resources for academic reinforcement such as gift cards or in-kind articles to reinforce attendance or honor roll status as well as providing resources for sports teams. Relationships are built with area business through administrators, coaches, and other staff that lead to partnerships. Students often perform for community events in return for donations to programs; sports teams perform community service in return for donation. This process teaches students the importance of contributing as well as receiving.

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
Glenn, Alexis	Assistant Principal
Clemons, Lyndon	Assistant Principal
Ferguson, David	Assistant Principal
mceachran-todd, amy	Assistant Principal
Rizzatti, Dominick	Assistant Principal
Combs, Fredrina	Teacher, K-12
Barch, Fred	Principal
Bezio, Matthew	Instructional Coach

Duties

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

At Boynton Beach Community High School, school leaders strive to serve as instructional leaders. Each school leader is responsible for a specific content area and serves as the leader of the teachers in that area. The leader is responsible for curriculum and instructional decisions, mentoring and developing teachers, and attaining appropriate resources needed. School leaders work with academic coaches and teams of teachers and use student data to identify priorities and make decisions regarding allocation of funds, responsibilities of academic coaches and school leaders, and program needs for students. Title I, Title III, HSGI, and other resources are coordinated based on the needs of the students. Leaders meet weekly and use data to determine how the resources will be allocated. Leaders use observation data to identify the development needs of teachers. This data in tandem with student achievement data is used to design professional development. School leaders conduct learning team meetings, as well.

The school based RtI Leadership Team will meet on the first and third Monday of each month to review data which will include universal screenings, diagnostic data, FCAT data etc. Based on this information, the team will identify areas where professional development is needed to strengthen the learning environment for all students. From this information the team will set the Core Instruction including setting the targets for all students. (Tier 1). The team will then identify students who are not meeting the academic and/or behavioral targets. The identified student will then be referred to the team to determine interventions needed to assist the student. An Intervention Plan will be developed for the student using the Problem Solving Model. The Intervention Plan will identify the student's specific areas of deficiencies and provide research based interventions to assist the student in meeting the academic/behavior issue. Each student will be assigned a case liaison (a member of the RtI Leadership Team) to support the plan and the teacher implementing the plan. The case liaison will report to the committee data developed as the intervention(s) are implemented.

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

The problem-solving process for implementing and monitoring the MTSS at Boynton Beach High School is as follows: Students are referred to the School Based Team for various reasons such as behavioral, academics, tardiness, and excessive absences as well as social personal issues.. The SBT members use data from both TERMS and EDW to devise action plans to assist students. All students are assigned a case liaison who works closely with teachers, parents, and most importantly

with the students to help them reach success. Numerous interventions such as behavioral contracts, academic intervention, individual counseling and mentoring are set in place to help students. Students are tracked and moved through the different RTI tiers as needed. With 80 percent of our students on free or reduced lunch, the vast majority of our students are at risk. Title I funding supports instruction, professional development, and parent involvement using strategies for students who are not achieving as expected and for students who are in honors and advanced classes. Title II funds assist Boynton Beach High School through professional development in content areas and Marzano Framework, through the support of AVID, and through the support of Area Instructional Support Teams. Title III funding is used to support the oral language development of ELL students through work on industry certification. Title X services provide assistance to 22 students who are identified as homeless, as needed, and school counselors ensure that students have consistent access to school-based resources such as free school meals, showers, computers, and transportation vouchers to meet their basic needs. Several programs are in place to support appropriate behaviors and lifestyles for our students, including Women of Tomorrow, counseling from The Parent Child Center and the Youth Service Bureau, and Teen Outreach. Safe Schools provides a Positive Behavior Facilitator who is at our school three days each week. Teen mothers who take the Early Childhood class have access to free childcare. All students receive free breakfast through the federal food program and students who participate in after school tutorials receive snacks. Our school houses a voluntary pre-kindergarten program that serves as a training facility for our students who are working toward their Early Childhood certification. Americorp provides a graduation coach, A graduation coach is being provided through Title I funding. Students have the opportunity to move from our building directly into the workforce through our Industry Certification Classes in technology, medical, Early Childhood, and Culinary, as well as through the partnership with Embry Riddle University. Our adult education program offers English Language classes for adults, credit recovery and a variety of other services.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Jennifer Dietrick	Parent
Joshua Borthwick	Teacher
Matthew Bezio	Teacher
Lori Ann Roderick	Education Support Employee
Portia Newton	Education Support Employee
Fredrina Combs	Teacher
Claire Gayle	Business/Community
Amy McEachran Todd	Education Support Employee
Fred Barch	Principal
Virginia	Business/Community

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 SAC works together to review the effectiveness of strategies and progress on the goals of the FY15 school improvement plan in order to make appropriate modifications for the FY16 plan. Development of the FY16 plan will entail review of data and problem solving to set priorities for the current year and allocation of funds to support initiatives and programs.

Development of this school improvement plan

The SAC meets monthly and discusses everything school related. The Principal shares our school's data and vision. The faculty members who are on SAC discuss the strategies and practices they feel would be best to overcome the obstacles we face. The SAC then votes to implement the proposed strategies and they are then added to the school improvement plan. As data is collected throughout the year, changes are made and voted on as necessary.

Preparation of the school's annual budget and plan

The school's annual budget is proposed by the leadership team and approved and modified by the SAC. Rationalization for research based programs and initiatives identified through data analysis is presented to the SAC for consideration and approval.

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

- 16 desk top computers- \$9520.00
- 30 iPad Mini- \$7020.00
- Power Sinc cart for iPads- \$ 2799.00

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Barch, Fred	Principal
Bezio, Matthew	Instructional Coach
Anderson, Ernest	Instructional Coach
Bosard, Christine	Instructional Coach
mceachran-todd, amy	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes 1.5 reading coaches, a writing coach, and the assistant principal responsible for literacy. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through literacy nights, professional development, coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and curriculum development.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

1. Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures, as well as word of mouth referrals
2. Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
3. Welcome pre-service education students
4. Provide mentor for each teacher new to the school
5. Provide a single school culture for behavior for safe and secure environment
6. Common Planning with grade level and subject area teams
7. Opportunities for professional development
8. Recognize teacher accomplishments

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New teachers are paired with experienced teachers, often department heads, who teach the same content as the new teacher. We believe this is the most beneficial pairing for new teachers because effective teaching of content is critical and can be embedded in the new teacher training for classroom management, planning, and organization.

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

The teachers at Boynton Beach Community High School use the instructional programs and materials that are adopted and supported by the District. We also use AVID strategies, electives, and tutorials to teach organization and study skills which prepare students for success in college. AICE and Advanced Placement courses provide rigorous curriculum for high achieving students.

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.

Content Literacy Strategies are being implemented in all history and science classes as teachers are trained.

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 Literacy Leadership Team holds 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 LAFS and MAFS with teachers during Learning Team Meetings and private data chats with individual teachers. Intensive reading classrooms utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. Level 1 readers are scheduled into a science and social studies classes taught by teacher who are Content Literacy Strategy Trained. Level 1 math students are scheduled in to a second math class which provides students the opportunity to build foundational skills.

Instruction in all classes is rigorous, engaging, and aligned with the Florida Standards. Resources are provided to support instruction in all content areas (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, hands on materials for math and science). Teachers administer formative assessments which measure instructed standards, and data is discussed during Learning Team Meetings. Teachers conduct individual data chats with students. Extended day tutorials are available for ELL students, retake students, and math students who need support to pass EOC's.

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: Extended School Day

Minutes added to school year: 5,688

Tutorials in math and reading are offered to at risk students who are performing below grade level. The sessions are offered for 4-6 weeks at a time and scheduled near high stakes test administration such as FCAT2.0, EOC, and college entrance exams. Tutorials are offered Monday-Wednesday from 3pm-5pm.

Strategy Rationale

Students respond to small group, targeted instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

mceachran-todd, amy, amy.mceachran-todd@palmbeachschools.org

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

Data from high stakes tests is collected. If the majority of students achieve success on the high stakes test, the strategy is considered effective.

Strategy: Extended School Day

Minutes added to school year: 288

Students work after school from 3pm-5pm, Monday through Thursday to recover English credit previously failed.

Strategy Rationale

Recovery of English credit on E2020 is a barrier in itself because of the intensity of text.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

mceachran-todd, amy, amy.mceachran-todd@palmbeachschools.org

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

Students' grade point averages, credit summaries, and graduation rate are monitored to determine success of the program.

Strategy: After School Program

Minutes added to school year: 5,688

Students work from 3-5 pm, Monday through Thursday and every other Saturday on recovering credit for courses they previously failed.

Strategy Rationale

At risk students often need longer to achieve mastery of material.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Glenn, Alexis, alexis.glenn@palmbeachschools.org

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

Students' grade point averages, credit summaries, and graduation rate are monitored for demonstration of effectiveness.

Strategy: Summer Program

Minutes added to school year: 1,920

Students work at their own pace on critical skills assignments in order to recover English credits. Program runs for 8 sessions from 8am-12pm on Monday-Thursday, for two weeks.

Strategy Rationale

Students are more successful recovering credit with critical skills assignments and with the support of an English teacher.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

mceachran-todd, amy, amy.mceachran-todd@palmbeachschools.org

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

Students' grade point averages and grades are tracked to determine success of program.

Strategy: Summer Program

Minutes added to school year: 10,080

Credit recovery program for students who are not on track for graduation. Program lasts for 7 weeks. Students attend from 8-1pm Monday through Thursday.

Strategy Rationale

At risk students need additional time to recover credits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

mceachran-todd, amy, amy.mceachran-todd@palmbeachschools.org

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

Students' grade point averages, credit summaries, and graduation rate are monitored to determine success of the program.

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 collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. Summer programs are held for incoming students, as well as students who did not meet all requirements for on time graduation. Transition meetings are held from ESE students who enter and exit the school. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

Every nine weeks grade level assemblies are held. The principal discusses graduation requirements, upcoming challenges and recent academic and behavioral successes and failures. He also ensures that all students know the academic and elective classes that are available.

The AVID system has been implemented at Boynton Beach High to assist students in preparing and planning for college and to ensure the students are aware of the courses etc. needed to meet their goals in addition to promoting student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.

Part of the Positive Behavior Support (THE DREAM) plans lessons presented to the entire student body regarding setting goals (the students dreams) and making a plan to meet the dream.

Each fall Boynton Beach Community High School hosts a "college fair" with representatives from local and state colleges. This includes representatives from the "Historically Black College Tour". This

serves as the kick off for our ACT and SAT preparation work that we do in Reading, English and Math classes. Students are reminded daily of the importance of academic excellence and their futures. We have a display board near the main office dedicated to college acceptance letters as well as academic scholarship notifications. Additionally, the SAT school day test administration allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students. Guidance Services work with schools to inform and support students and parents in graduation and college readiness goals

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

At Boynton Beach Community High School we continually focus student attention on preparation for success in careers and in college. During morning announcements students are reminded that the actions that they take, and the effort that they put into their high school work, will have a tremendous amount of influence over their futures. Classroom teachers use “Essential Questions” to make instruction relevant. An “Essential Question” is a question to which a student will remember the answer 10 or more years into the future. Additionally, we are focusing on offering elective programs that culminate in an Industry Certification Exam. This offers real world relevance to students because they can clearly see the relationship between the classroom and their future.

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

In order to prepare and improve our students readiness for the public postsecondary level we aligned our expectations and give students information about their level of readiness based on their performance on PERT prior to the end of their junior year to ensure that students do not waste their final year in high school. We ensured that items from the ACT or SAT were included on their high school assessments. Upper level students were placed in college preparatory mathematics, and continuously exposed to rigorous reading and writing opportunities during their senior year. Students are also encouraged to take industry certification courses upon entering high school.

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

ESE students have access to a strategies class and content equivalent classes in some core subject. School based team review and provide assistance to specific students as needed. After school and Saturday workshops are available for ACT and SAT preparation. Counselors conduct classroom guidance and individual counseling sessions with students. Parent education nights are held to teach parents how to support their students in college application and financial aide applications.

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:

.

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.

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 teachers are trained in high effect strategies and have access to content rich materials and technology needed to deliver rigorous and engaging instruction, and if students have access to differentiated and specialized small group settings, then math, science, reading proficiency, and graduation rate will increase

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 teachers are trained in high effect strategies and have access to content rich materials and technology needed to deliver rigorous and engaging instruction, and if students have access to differentiated and specialized small group settings, then math, science, reading proficiency, and graduation rate will increase **1a**

G069885

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0
Algebra I FSA EOC Pass Rate	52.0
ELA Achievement District Assessment	50.0
Bio I EOC Pass	50.0
One or More Suspensions	277.0

Resources Available to Support the Goal 2

- Teachers
- Parents
- Community partners and agencies
- Title I funding
- Title III funding
- District and area curriculum support personnel
- HSGI funding

Targeted Barriers to Achieving the Goal 3

- Many students lack background, academic skills and knowledge, motivation, discipline, organizational and study skills, and social skills needed to achieve success on high stakes assessments and rigorous course work.
- Parents are unfamiliar with changing standards, assessments, graduation requirements, and college/financial aid application processes and are not sure how to navigate secondary and post secondary education.

Plan to Monitor Progress Toward G1. 8

Achievement data related to the goal- FSA, EOC, benchmark testing, SIP mid year review, graduation rate

Person Responsible

Fred Barch

Schedule

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

Evidence of Completion

Evidence that data has been reviewed and growth or decline has been addressed through appropriate responses.

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 teachers are trained in high effect strategies and have access to content rich materials and technology needed to deliver rigorous and engaging instruction, and if students have access to differentiated and specialized small group settings, then math, science, reading proficiency, and graduation rate will increase **1**

 G069885

G1.B1 Many students lack background, academic skills and knowledge, motivation, discipline, organizational and study skills, and social skills needed to achieve success on high stakes assessments and rigorous course work. **2**

 B181865

G1.B1.S1 Extended day tutorials and specialized academic learning opportunities will be provided for students who are struggling to meet achievement standards. **4**

 S193483

Strategy Rationale

These settings provide extra time to process content, smaller group setting, and the opportunity for further differentiation of instruction.

Action Step 1 **5**

English Language Learners will have the opportunity to work in small group tutorials to develop English language, math, and technology skills.

Person Responsible

amy mceachran-todd

Schedule

Weekly, from 8/31/2015 to 5/25/2016

Evidence of Completion

Student attendance logs, teacher time sheets, and lesson plans

Action Step 2 5

Students at risk of not achieving proficiency on FSA Algebra I EOC, Geometry EOC, Biology EOC, FCAT or ELA FSA will have the opportunity to work in small group settings after school and during the day to develop the skills and confidence required to achieve success.

Person Responsible

amy mceachran-todd

Schedule

Weekly, from 8/31/2015 to 5/25/2016

Evidence of Completion

Student attendance logs, teacher time sheets, and lesson plans

Action Step 3 5

Students who need to recover credits in English and other courses will have the opportunity to do so during the summer.

Person Responsible

Tasia Sawyer

Schedule

Daily, from 6/6/2016 to 7/28/2016

Evidence of Completion

Student attendance logs, teacher time sheets, and lesson plans

Action Step 4 5

Offer altered plan for overage students to complete 18 credit diploma

Person Responsible

amy mceachran-todd

Schedule

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

Evidence of Completion

Lesson plans, student schedules, attendance documentation, student grades

Action Step 5 5

Create freshman academy for core courses.

Person Responsible

Alexis Glenn

Schedule

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

Evidence of Completion

Lesson plans, grades, achievement data, discipline data, graduation status reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Attendance sheets, lesson plans, and samples of student work will be reviewed to monitor and support fidelity of implementation

Person Responsible

amy mceachran-todd

Schedule

Biweekly, from 8/31/2015 to 5/25/2016

Evidence of Completion

Evidence of review of teacher sign-in sheets, student sign in sheets for attendance tracking and grouping, lesson plans for rigor/relevance, observation notes, debriefing/ conferencenotes, tutor reflections.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student work samples will be checked, students' course grades will be monitored, tutorial teachers will confer with classroom teachers, ACT, FCAT, EOC, CELLA, and ELA results will be reviewed

Person Responsible

amy mceachran-todd


Schedule

Monthly, from 8/31/2015 to 5/25/2016

Evidence of Completion

Evidence of review of progress of students-compariosn of baseline data used to identify student for tutorial, monitoring of classroom performance progress-summative or formative assessments, post tests

G1.B1.S2 Provide training in social, behavioral, organizational, and study skills within through AVID and restorative processes. 4

 S193484

Strategy Rationale

These skills will lead to student academic success in high school, prepare them for post secondary educations, and reduce discipline issues.

Action Step 1 5

Use AVID binder and other AVID strategies school wide.

Person Responsible

Matthew Bezio

Schedule

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

Evidence of Completion

Lesson plans, grade books, student work samples, student testimonials, student grades, progress toward graduation

Action Step 2 5

Continue and expand implementation of schoolwide positive behavior DREAM days and restorative processes through positive behavior support coach.

Person Responsible

Alexis Glenn

Schedule

Monthly, from 8/17/2015 to 6/2/2017

Evidence of Completion

Discipline data, attendance records, restorative circle notes and agreements

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

DREAM lesson plans, Grades of students in AVID electives, tracking of discipline data for students participating in restorative processes, classroom lesson plans will be monitored for evidence of fidelity of implementation

Person Responsible

Matthew Bezio

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of review of DREAM lesson plans, Grades of students in AVID electives, tracking of discipline data for students participating in restorative processes, classroom lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student grades will be monitored for evidence that AVID strategies are effective; discipline data should reflect a decline in level 1 incidents, ISS log for students correcting dress code issues, tardy system data will all indicate decline

Person Responsible

Matthew Bezio

Schedule

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

Evidence of Completion

Evidence of monitoring of student grades, discipline data, ISS log, tardy system data showing comparisons from month to month

G1.B1.S3 Provide extra support for twelfth grade students to ensure that they graduate. 4

 S193485

Strategy Rationale

Many students do not have adequate home support and encouragement to help them through their final year of high school successfully.

Action Step 1 5

Utilize graduation coach to support at risk students.

Person Responsible

Schedule

Biweekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Log of student, family, teacher meetings, conference notes, student tracking documentation

Action Step 2 5

Continue activity of graduation task force.

Person Responsible

David Ferguson

Schedule

Monthly, from 8/17/2015 to 5/13/2016

Evidence of Completion

Graduation status reports, monthly reporting by members of task force, percentage of students graduating on time

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Members will report progress on their students monthly and then bi-weekly as graduation date nears, graduation status report will be monitored monthly and then bi-weekly

Person Responsible

David Ferguson

Schedule

Monthly, from 8/17/2015 to 5/13/2016

Evidence of Completion

Evidence of meetings and reports includes notes on master graduation status report and plans for individual students

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Number of students on track for graduation will increase as graduation date nears

Person Responsible

David Ferguson

Schedule

Monthly, from 8/17/2015 to 5/13/2016

Evidence of Completion

Evidence of review of graduation status reports and task force member reports showing comparisons from month to month over all and progress of individual students

G1.B1.S4 Provide stimulating classroom environments and engaging and rigorous instructional strategies. 4

 S193486

Strategy Rationale

Students respond to relevant and interesting learning activities.

Action Step 1 5

Expand AICE program with goal of providing AICE diploma opportunity by offering more AICE courses

Person Responsible

Cassey Stank

Schedule

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

Evidence of Completion

Masterboard schedule, student rosters, student attendance and grades,

Action Step 2 5

Provide content rich classrooms

Person Responsible

amy mceachran-todd

Schedule

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

Evidence of Completion

Lesson plans, observations, student work samples

Action Step 3 5

Provide professional development for teachers that supports growth in instructional practice.

Person Responsible

Fredrina Combs

Schedule

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

Evidence of Completion

Coaches schedule, coaching log, PD agendas/sign ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign ins

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Collect masterboard schedule, student rosters, student attendance and grades, lesson plans, observations, student work samples, Coaches schedule, coaching log, PD agendas/sign ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign ins

Person Responsible

Schedule

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

Evidence of Completion

Evidence of review of masterboard, student rosters, student attendance and grades, lesson plans, observations, and student work samples Coaches schedule, coaching log, PD agendas/sign ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign ins.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Masterboard schedule, student rosters, student attendance and grades, lesson plans, observations, student work samples will be collected and analyzed to insure proper placement of students in AICE classes and appropriate use of instructional materials.

Person Responsible

amy mceachran-todd

Schedule

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

Evidence of Completion

Evidence that all documentation was reviewed, comparison notes, action plans based on review of documentation.

G1.B2 Parents are unfamiliar with changing standards, assessments, graduation requirements, and college/financial aid application processes and are not sure how to navigate secondary and post secondary education. 2

 B181866

G1.B2.S1 Provide opportunities for parents to learn what they need to know to support their children. 4

 S193487

Strategy Rationale

Parents are the best individuals to support their children

Action Step 1 5

Hold parent workshops to teach parents how to support their students through high school and post secondary readiness.

Person Responsible

amy mceachran-todd

Schedule

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

Evidence of Completion

agendas, sign in sheets, evaluations

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

Agendas, sign in sheets, and workshop feedback will be collected

Person Responsible

Schedule

Evidence of Completion

Agendas, sign in sheets, and workshop feedback will be collected and analyzed to ensure strategy is implemented with fidelity.

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

Agendas, sign in sheets, and workshop feedback will be collected and reviewed to ensure that feedback is positive and attendance is increasing.

Person Responsible

Schedule

Evidence of Completion

Evidence that documentation has been reviewed and action plan has been adjusted in response to review.

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.B1.S1.A1	English Language Learners will have the opportunity to work in small group tutorials to develop English language, math, and technology skills.	mceachran-todd, amy	8/31/2015	Student attendance logs, teacher time sheets, and lesson plans	5/25/2016 weekly
G1.B1.S2.A1	Use AVID binder and other AVID strategies school wide.	Bezio, Matthew	8/17/2015	Lesson plans, grade books, student work samples, student testimonials, student grades, progress toward graduation	6/3/2016 monthly
G1.B1.S3.A1	Utilize graduation coach to support at risk students.		10/1/2015	Log of student, family, teacher meetings, conference notes, student tracking documentation	6/3/2016 biweekly
G1.B1.S4.A1	Expand AICE program with goal of providing AICE diploma opportunity by offering more AICE courses	Stank, Cassey	8/17/2015	Masterboard schedule, student rosters, student attendance and grades,	6/3/2016 monthly

Palm Beach - 2361 - Boynton Beach Community High - 2015-16 SIP
Boynton Beach Community High

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	Hold parent workshops to teach parents how to support their students through high school and post secondary readiness.	mceachran-todd, amy	8/17/2015	agendas, sign in sheets, evaluations	6/3/2016 monthly
G1.B1.S1.A2	Students at risk of not achieving proficiency on FSA Algebra I EOC, Geometry EOC, Biology EOC, FCAT or ELA FSA will have the opportunity to work in small group settings after school and during the day to develop the skills and confidence required to achieve success.	mceachran-todd, amy	8/31/2015	Student attendance logs, teacher time sheets, and lesson plans	5/25/2016 weekly
G1.B1.S2.A2	Continue and expand implementation of schoolwide positive behavior DREAM days and restorative processes through positive behavior support coach.	Glenn, Alexis	8/17/2015	Discipline data, attendance records, restorative circle notes and agreements	6/2/2017 monthly
G1.B1.S3.A2	Continue activity of graduation task force.	Ferguson, David	8/17/2015	Graduation status reports, monthly reporting by members of task force, percentage of students graduating on time	5/13/2016 monthly
G1.B1.S4.A2	Provide content rich classrooms	mceachran-todd, amy	8/17/2015	Lesson plans, observations, student work samples	6/3/2016 monthly
G1.B1.S1.A3	Students who need to recover credits in English and other courses will have the opportunity to do so during the summer.	Sawyer, Tasia	6/6/2016	Student attendance logs, teacher time sheets, and lesson plans	7/28/2016 daily
G1.B1.S4.A3	Provide professional development for teachers that supports growth in instructional practice.	Combs, Fredrina	8/17/2015	Coaches schedule, coaching log, PD agendas/sign ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign ins	6/3/2016 monthly
G1.B1.S1.A4	Offer altered plan for overage students to complete 18 credit diploma	mceachran-todd, amy	8/17/2015	Lesson plans, student schedules, attendance documentation, student grades	6/3/2016 monthly
G1.B1.S1.A5	Create freshman academy for core courses.	Glenn, Alexis	8/17/2015	Lesson plans, grades, achievement data, discipline data, graduation status reports	6/3/2016 monthly
G1.MA1	Achievement data related to the goal-FSA, EOC, benchmark testing, SIP mid year review, graduation rate	Barch, Fred	8/17/2015	Evidence that data has been reviewed and growth or decline has been addressed through appropriate responses.	6/3/2016 monthly
G1.B1.S1.MA1	Student work samples will be checked, students' course grades will be monitored, tutorial teachers will confer with classroom teachers, ACT, FCAT, EOC, CELLA, and ELA results will be reviewed	mceachran-todd, amy	8/31/2015	Evidence of review of progress of students-compariosn of baseline data used to identify student for tutorial, monitoring of classroom performance progress-summative or formative assessments, post tests	5/25/2016 monthly
G1.B1.S1.MA1	Attendance sheets, lesson plans, and samples of student work will be reviewed to monitor and support fidelity of implementation	mceachran-todd, amy	8/31/2015	Evidence of review of teacher sign-in sheets, student sign in sheets for attendance tracking and grouping, lesson plans for rigor/relevance, observation notes, debriefing/ conferencenotes, tutor reflections.	5/25/2016 biweekly
G1.B2.S1.MA1	Agendas, sign in sheets, and workshop feedback will be collected and reviewed to ensure that feedback is positive and attendance is increasing.		Evidence that documentation has been reviewed and action plan has been adjusted in response to review.	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Agendas, sign in sheets, and workshop feedback will be collected		Agendas, sign in sheets, and workshop feedback will be collected and analyzed to ensure strategy is implemented with fidelity.	one-time	
G1.B1.S2.MA1	Student grades will be monitored for evidence that AVID strategies are effective; discipline data should reflect a decline in level 1 incidents, ISS log for students correcting dress code issues, tardy system data will all indicate decline	Bezio, Matthew	8/17/2015	Evidence of monitoring of student grades, discipline data, ISS log, tardy system data showing comparisons from month to month	6/3/2016 monthly
G1.B1.S2.MA1	DREAM lesson plans, Grades of students in AVID electives, tracking of discipline data for students participating in restorative processes, classroom lesson plans will be monitored for evidence of fidelity of implementation	Bezio, Matthew	8/24/2015	Evidence of review of DREAM lesson plans, Grades of students in AVID electives, tracking of discipline data for students participating in restorative processes, classroom lesson plans	6/3/2016 monthly
G1.B1.S3.MA1	Number of students on track for graduation will increase as graduation date nears	Ferguson, David	8/17/2015	Evidence of review of graduation status reports and task force member reports showing comparisons from month to month over all and progress of individual students	5/13/2016 monthly
G1.B1.S3.MA1	Members will report progress on their students monthly and then bi-weekly as graduation date nears, graduation status report will be monitored monthly and then bi-weekly	Ferguson, David	8/17/2015	Evidence of meetings and reports includes notes on master graduation status report and plans for individual students	5/13/2016 monthly
G1.B1.S4.MA1	Masterboard schedule, student rosters, student attendance and grades, lesson plans, observations, student work samples will be collected and analyzed to insure proper placement of students in AICE classes and appropriate use of instructional materials.	mceachran-todd, amy	8/17/2015	Evidence that all documentation was reviewed, comparison notes, action plans based on review of documentation.	6/3/2016 monthly
G1.B1.S4.MA1	Collect masterboard schedule, student rosters, student attendance and grades, lesson plans, observations, student work samples, Coaches schedule, coaching log, PD agendas/sign ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign ins		8/17/2015	Evidence of review of masterboard, student rosters, student attendance and grades, lesson plans, observations, and student work samples Coaches schedule, coaching log, PD agendas/sign ins/handouts, preconference notes, observation notes, debriefing notes, lesson planning notes, LTM meeting sign ins.	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 teachers are trained in high effect strategies and have access to content rich materials and technology needed to deliver rigorous and engaging instruction, and if students have access to differentiated and specialized small group settings, then math, science, reading proficiency, and graduation rate will increase

G1.B1 Many students lack background, academic skills and knowledge, motivation, discipline, organizational and study skills, and social skills needed to achieve success on high stakes assessments and rigorous course work.

G1.B1.S4 Provide stimulating classroom environments and engaging and rigorous instructional strategies.

PD Opportunity 1

Provide professional development for teachers that supports growth in instructional practice.

Facilitator

Instructional coaches

Participants

Department members

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	English Language Learners will have the opportunity to work in small group tutorials to develop English language, math, and technology skills.				\$9,047.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2361 - Boynton Beach Community High	Title I Part A		\$3,500.00
<i>Notes: Salary and benefits for tutorial teachers for second language students to develop language and reading skills.</i>						
			2361 - Boynton Beach Community High	Title III		\$5,547.50
<i>Notes: Salary and benefits for tutorial teachers for second language students to develop language skills through technology skills</i>						
2	G1.B1.S1.A2	Students at risk of not achieving proficiency on FSA Algebra I EOC, Geometry EOC, Biology EOC, FCAT or ELA FSA will have the opportunity to work in small group settings after school and during the day to develop the skills and confidence required to achieve success.				\$53,420.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2361 - Boynton Beach Community High	Title I Part A		\$24,790.00
<i>Notes: Salary and benefits for tutorial teachers.</i>						
			2361 - Boynton Beach Community High	Title I Part A		\$10,000.00
<i>Notes: Tutorial bus transportation</i>						
			2361 - Boynton Beach Community High	Title I Part A		\$7,000.00
<i>Notes: Salary and benefits for non certified tutors to work with small groups in Biology classrooms</i>						
			2361 - Boynton Beach Community High	Title I Part A		\$1,000.00
<i>Notes: Salary and benefits for teachers to work with small groups during the school day.</i>						
			2361 - Boynton Beach Community High	Title I Part A		\$10,630.00
<i>Notes: Extra period supplements: 1-math, 1-science</i>						
3	G1.B1.S1.A3	Students who need to recover credits in English and other courses will have the opportunity to do so during the summer.				\$3,310.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			2361 - Boynton Beach Community High	Title I Part A		\$3,310.00	
<i>Notes: Salary and benefits for teachers for English credit recovery program</i>							
4	G1.B1.S1.A4	Offer altered plan for overage students to complete 18 credit diploma					\$13,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			2361 - Boynton Beach Community High	Title I Part A		\$12,400.00	
<i>Notes: Salary and benefits for teachers for summer fast track classes</i>							
			2361 - Boynton Beach Community High	Title I Part A		\$1,000.00	
<i>Notes: Bus driver for summer programs</i>							
5	G1.B1.S1.A5	Create freshman academy for core courses.					\$0.00
6	G1.B1.S2.A1	Use AVID binder and other AVID strategies school wide.					\$11,325.84
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			2361 - Boynton Beach Community High	Title I Part A		\$11,325.84	
<i>Notes: AVID binders, dividers, looseleaf paper, spiral notebooks, and highlighters</i>							
7	G1.B1.S2.A2	Continue and expand implementation of schoolwide positive behavior DREAM days and restorative processes through positive behavior support coach.					\$0.00
8	G1.B1.S3.A1	Utilize graduation coach to support at risk students.					\$53,275.79
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			2361 - Boynton Beach Community High	Title I Part A		\$53,275.79	
<i>Notes: Graduation coach- Kendrick Mitchell</i>							
9	G1.B1.S3.A2	Continue activity of graduation task force.					\$0.00
10	G1.B1.S4.A1	Expand AICE program with goal of providing AICE diploma opportunity by offering more AICE courses					\$0.00
11	G1.B1.S4.A2	Provide content rich classrooms					\$17,297.04
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			2361 - Boynton Beach Community High	Title I Part A		\$17,297.04	

Budget Data						
				<i>Notes: Paper, pens, pencils, highlighters, rulers, math manipulatives, novels, science lab materials, calculators, spiral notebooks, composition books, paper, ink, etc for classroom use, Upfront Magazine, Science World magazine and other relevant text resources.</i>		
12	G1.B1.S4.A3	Provide professional development for teachers that supports growth in instructional practice.				\$141,458.09
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2361 - Boynton Beach Community High	Title I Part A		\$32,504.23
			<i>Notes: .5 Writing Coach- Ernest Anderson</i>			
			2361 - Boynton Beach Community High	Title I Part A		\$35,945.40
			<i>Notes: .5 Math Coach- Juanita Rodriguez</i>			
			2361 - Boynton Beach Community High	Title I Part A		\$32,504.23
			<i>Notes: .5 Reading Coach- Matthew Bezio</i>			
			2361 - Boynton Beach Community High	Title I Part A		\$32,504.23
			<i>Notes: .5 Science Coach- Derek Hardeman</i>			
			2361 - Boynton Beach Community High	Title I Part A		\$3,000.00
			<i>Notes: Paper and ink for EDW and Performance Matters reports, supplies for professional development activities such as chart paper, highlighters, pens, post-it notes, materials for eading endorsement.</i>			
			2361 - Boynton Beach Community High	Title I Part A		\$5,000.00
			<i>Notes: Travel or substitutes for teachers to attend workshops</i>			
13	G1.B2.S1.A1	Hold parent workshops to teach parents how to support their students through high school and post secondary readiness.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2361 - Boynton Beach Community High	Title I Part A		\$6,000.00
			<i>Notes: Salary and benefits for counselors and teachers who will provide training</i>			
			2361 - Boynton Beach Community High	Title I Part A		\$1,500.00
			<i>Notes: Paper and ink for parent communicaton, food for parent trainings, folders, pens, pencils, highlighters, materials for parent trainings, etc</i>			
					Total:	\$310,034.26