

The School District of Palm Beach County

Palm Beach Lakes High School



2015-16 School Improvement Plan

Palm Beach Lakes High School

3505 SHILOH DR, West Palm Beach, FL 33407

www.edline.net/pages/palm_beach_lakes_high_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	41
Technical Assistance Items	44
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 faculty, administration, staff and parents of Palm Beach Lakes Community High School are committed to facilitating learning opportunities for all students in order to maximize their potential as responsible and productive citizens.

Provide the school's vision statement

1. In order to achieve our mission, the following skills and behaviors are necessary to become responsible and productive citizens:
 - Acquiring and applying knowledge
 - Demonstrating self-management
 - Accessing available technology
 - Establishing and implementing goals
 - Solving problems
 - Working cooperatively with others
2. Teachers will become diverse in instructional strategies and inter-disciplinary/integrated approaches.
3. School scheduling will be modified to support curricular changes and staff development needs.
4. Adult literacy in the community will increase.

School Environment

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

Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend curriculum planning meetings providing opportunities for teachers to collaborate thereby developing more rigorous lessons and units.

The 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 school updates Action Plans during Leadership and Grade Level Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs such as RAM bucks and Senior Graduation Passports. Positive school-wide behavior is implemented through the use of Restorative Justice. The staff has devised a set of RAM's expectations for student behavior in the classroom, cafeteria, hallways, etc.

Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e.

parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Restorative Justice Facilitator developed a plan for faculty members with activities to follow in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

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

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
- Ensure that relationship-building is a clear priority; This will be conducted through our Restorative Justice initiative
- Identify and engage 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). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
- Faculty members will use in the first days of school a five day plan that reviews our student and parent handbook and restorative justice based activities to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Through our ELL Department our faculty members will receive strategies regarding our students' cultures;
- Teachers will receive Professional Development training and collegial support who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings during LTM's and monthly curriculum planning meetings.
- Teachers will share during LTM's and monthly curriculum planning meetings effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Attend District provided Professional Development on multicultural offerings;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Form a representative student task force comprised of representative multicultural groups;
- Provide professional development to staff on increasing positive interactions with students;
- Collect data on ratio of positive interactions (RPI) with students;
- Writing Action Plan goals based on RPI data collected.
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

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

The staff of Palm Beach Lakes is committed to providing a safe environment. A philosophy of being proactive and not reactive is seen in how we implement our behavior management system. Constant supervision throughout the day is essential to campus safety. A series of behavioral interventions are implemented to combat minor violations. By our progressive disciplinary approach students will understand that the staff is dedicated to their personal growth and academic success.

- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
 - Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
 - 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;
 - Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.
- Lastly, we plan to create and 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 post secondary education). Students are required to have a college readiness section in their school binder which helps them to stay on track for their goals. Teachers have college and career corners in their rooms that assist in understanding the requirements of the many colleges and careers.

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

Universal Guidelines and the behavior matrix are taught twice a year to ensure students are aware of school expectations, such as the universal attention signal. The behavior matrix is posted in every classroom and office, as well as being visible in hallways and public areas of the school. The school also is part of the Restorative Justice initiative and utilizes its techniques both in and out of the classrooms.

The administration is committed to ensuring that differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. Teachers utilize rotations in their classrooms to ensure that the needs of all students are met and that the lessons are highly engaging, thereby decreasing the likelihood of behavioral issues. Throughout the school day staff monitor the halls ensuring that students arrive in a timely fashion. Teachers also utilize a four-part form that documents interventions and parental contact.

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

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); Sloan McAfee- Health Care District of Palm Beach County, Safe School Counselors and support team

•Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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 school will utilize data systems to identify students who have attendance, behavioral or academic concerns. With the assistance of teachers and stakeholders the reporting of data and student behavior will be compiled and analyzed by administration and staff. Administration will ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. Furthermore, administration will 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, and college-career planning gaps (FAFSA completion).

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	20	23	18	15	76
One or more suspensions	128	117	90	49	384
Course failure in ELA or Math	189	208	140	62	599
Level 1 on statewide assessment	248	274	219	113	854

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	97	76	53	21	247

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;
- Afterschool and Saturday Tutorials;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Connect students to agencies who have Cooperative Agreements or are on

campus (DATA, YSB, CHS, Care- Giving Youth, etc); Sloan McAfee- Health Care District of Palm Beach County, Safe School Counselors and support team

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

We hope to have an increase in parental participation this year; through a variety of extracurricular activities such as band, theatre, our SAC committee, and field trips. We send positive feedback to parents through phone calls, letters, and personal notes about students and their achievement.

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 welcomes and encourages members of the community and business partners to participate in school related events. Through the magnet program, theater program, Community School, SGA, and various other clubs and organizations, the school provides numerous opportunities for business partnerships to be established and flourish. Once a relationship is established every effort is made to ensure that participation shows a clear benefit to all stakeholders involved. Frequent progress monitoring tied to the business partnership agreement allows for accountability on both sides. It is our hope to continue to establish, build, and maintain community and business partnerships. The school will further provide training events lead by guidance counselors in order to assist parents in understanding the students' high school/graduation requirements, scholarship requirements and financial aid guidelines, and assistance with completing the FASFA. Translators will also be provided for families to facilitate with the understanding of said trainings. PBLCHS will establish parent/teacher conferences day to build parent capacity with strategies and resources to assist their child with meeting grade expectations. Substitutes will be provided for teachers to ensure availability of the teachers without interrupting instruction.

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
McKeever, Cheryl	Principal
Seepersaud, Adrian	Assistant Principal
Huggins, Michael	Assistant Principal
Johnson, Robin	Assistant Principal
Villani, Elena	Assistant Principal
Robinson, Darius	Assistant Principal
Russo, Misty	Teacher, ESE
Defillippo, Ben	Other
	Guidance Counselor
Pugh, Monika	Guidance Counselor
Williams, Marcus	Other
Green, Sonya	Instructional Coach
Gibson, Vera	Instructional Coach
Brandine, Patricia	Other
Bell, Tamara	Instructional Coach
Saracino, Jill	Instructional Media
Gray-McCray, Rosalind	Assistant Principal
Hands, Tera	Teacher, Career/Technical
Thomas, Wanda	Guidance Counselor

Duties

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

The principal/Assistant Principals provide a common vision for the use of data-based decision-making to ensure that the school-based team is implementing MTSS, conduct assessments of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

ESE and ELL contacts participate in student data collection, integrate core instructional activities/materials into classroom instruction, and collaborate with general education teachers through such activities as co-teaching and/or language facilitation for students and parents. The ELL coordinator will monitor ELL progress on the ELDC and the ESE Coordinator will monitor student progress on IEPs recommending student interventions as indicated.

Instructional Coaches, Learning Team Facilitator, and teachers coordinate to develop, lead and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.

School Psychologist participates in the collection, interpretation and analysis of data and facilitates development of intervention plan. Provides professional development and technical assistance for problem-solving activities and data-based decision making activities.

Guidance Staff provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to interventions, guidance staff also link student/parents to necessary community resources.

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 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 school-based MTSS Leadership Team.

The SBT will use the Problem Solving Model* to conduct all 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). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. 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 (e.g., teacher or guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed MTSS. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA and the idea of all students achieving benchmarks regardless of their status in general or special education.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or credit recovery. Funds are also used for improved classroom practice and differentiation for students requiring remediation, professional development and family involvement. Students requiring remediation receive more differentiated classroom instruction focused on individual student needs through the use of Title I funds to employ coaches in Reading, Mathematics, and Science to model and train certain teachers. These additional teachers assure a smaller-group classroom environment, thus making differentiated instruction focused on individual student needs possible. Professional development focuses for the FY16 school year include implementation of Florida standards, use of differentiation strategies, reflective and data-driven instructional design, and higher-order and rigorous classroom activities to boost student achievement. Family involvement initiatives for the FY16 school year include a Community Resource Person to assist with the implementation of strategies: to involve parents in the design, implementation, and evaluation of the school-wide program through the Title I parent meeting and regular School Advisory Committee meetings. Parents will also be encouraged to participate in decision making opportunities about their child's education through four parent university trainings, provision of materials related to higher-level courses (AP, Dual Enrollment, College Readiness), and regularly scheduled parent trainings on FCAT/FSA, financial aid, and college admissions.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The purpose of this funding is to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment, and retention of highly qualified educators. These funds will be used to address professional development needs within the content areas - with a specific focus on core content areas - in order to increase the use of differentiation strategies, reflective and data-driven instructional design, and higher-order and rigorous classroom activities to boost student achievement. In addition, the school will seek to hire highly-qualified teachers, with a specific focus on hiring highly-qualified teachers in core content areas.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. The Title III funds will be used to support tutorial services, additional teaching periods for home language/bilingual instruction in Reading and Math classes and for Community Language Facilitators to support the needs of ELL student and their families.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education..

Violence Prevention Programs

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching Expected Behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Karen Hoskins	Parent
Tracy Boysaw	Parent
Rena Williams	Parent
Sharina Gilbert	Parent
Monika Pugh	Parent
Cheryl McKeever	Principal
Claudaja Registe	Student
Joey Franco	Teacher

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 SIP was presented at the start of the school year, much in the same way as was for this current year. It was reviewed and approved after community and stakeholder input was considered and placed into the plan. All members approved of the plan.

Development of this school improvement plan

SAC was routinely updated on school improvement planning throughout the 2014-15 school year, receiving frequent updates on student data and on instructional practices in each academic content area. These presentations provided the opportunity for SAC members to provide input on school improvement efforts for the 20135-16 school year. On August 26th, 2015, a presentation was given to SAC regarding the 2015-16 school improvement plan, and this provided another opportunity for SAC members to provide input on school improvement planning.

Preparation of the school's annual budget and plan

After reviewing the needs assessment in step 0, a precise plan was created that efficiently and appropriately utilized all of the Title I funds. Included in the budget for this year was a cross curricular tutorial program, a professional development plan, various instructional coaching positions, and materials and supplies linked to school wide academic improvement efforts.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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
McKeever, Cheryl	Principal
Green, Sonya	Instructional Coach
Villani, Elena	Assistant Principal
Bell, Tamara	Instructional Coach
Brandine, Patricia	Other
Gibson, Vera	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

School wide literacy plan to include: classroom libraries, teacher collaboration across the content areas using common focus calendars, professional development to build teacher capacity in several

school-wide literacy and writing strategies, use of common planning and small learning teams to promote best practices to increase student literacy, display of student work for promoting positive school climate, and continued implementation of a rotational model of instruction in Reading classes and small group instructional practice in other content areas to ensure quality instruction targeted to student needs. Additionally, the follow programs are included to promote literacy as well:

- The promotion of increased student participation and performance in Advanced Placement® (AP), and Cambridge Advanced International Certificate of Education® (AICE)
- The SAT school day test administration which 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
- 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
- The Johnson Scholars Program which funds \$10,000 scholarships annually for four-year cohorts of students who compete during their senior year (representing a \$1.6 million commitment between 2008 and 2015)
- The High School Graduation Coach which focuses on increasing the graduation rate by providing interventions and support to at risk students
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- Grant-making assistance to seek out and obtain funding for many of these programs and initiatives

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

Positive working relationships are fostered between teachers through Learning Team Meetings and monthly after school collegial planning. The master schedule has been created to provide consistent time for teachers to meet by common content and grade level. Research-based protocols that focus on meeting students' academic needs are utilized and monitored. Student achievement is monitored and instruction is adjusted when necessary based on the decisions made through the collaborative planning and instruction process.

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

The school principal and content-area assistant principals review applicants for instructional positions as they occur. Where possible, applicants that are highly qualified, certified-in-field, and have been rated as effective teachers are interviewed for vacant instructional positions. While in our employ at Palm Beach Lakes High School, all teachers are encouraged through professional development offerings to maintain their certified, highly qualified status. Faculty and staff, where required, are being assisted in enrolling in endorsement/certification programs in order to bring their certificates into alignment with their assigned job duties.

Retention strategies include multiple networking opportunities throughout the year that foster collegiality. Also opportunities exists for teachers to earn extra pay for club sponsorship and extra curricular activities.

Partnering with high schools that have synonymous classes within the district to develop core content collegial relationships.

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

The Educator Support Program (ESP), is the mentoring program of support for New Educators. Each New Educator is assigned to a team that consists of the Principal, a mentor, and a school administrator ESP Contact Person. ESP activities begin on the new educator's first day of school with support meetings with the team, and completion of activities to acquaint themselves with staff and their responsibilities. The mentor assists the New Educator with completion of a Personal Growth Plan and provides support as the new educator master the criteria of the Florida Educator Accomplished Practices (FEAP's) during their first year. The administrator conducts walk throughs, observations, Pre/Post Conferences, and provides written and oral feedback and professional development opportunities. New Educators are also required to complete Marzano training.

New Educators are paired with teacher mentors who have completed Clinical Educator Training, completed three successful years of teaching, teaches the same or similar subject, and is a confidential, team player with a positive attitude.

New Educators- Mentors

Melanie Rutman - Tamera Bell

Ayala Bak - Martha Capewell

Lariza Ramsammy - Joey Franco

Erika Walsh - Jacqueline Smith

Guglia Rivera - Rosa Leal

Willie Thompson - Joey Franco

Dawn Zanders - Deanne Ewers

Kenderick Johnson - Donnette Levy

Ryan Forrester - Jean Michel Millien

Malik Leigh - Donnette Levy

Moriah Carlisle - Deanne Ewers

Danny Bussard - Zondell Morris

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

Our school creates ongoing opportunities for teachers to unpack the Florida State 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. Our school utilizes team planning, weekly learning team meetings and monthly curriculum planning afterschool meetings to unpack the standards, develop focus calendars and ensure that all teachers understand and apply the standards properly.

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 can describe the Rtl process, the use of tutorials, the use of intensive reading, or the use of small group instruction. The school ensures every teacher contributes to literacy improvement of every student by:

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- 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).
- Monitoring progress at the class and grade level during Learning Team Meetings and monthly Curriculum Planning Meetings
- Conducting data chats with students
- Students receiving push-in/pull out services for ESE/ELL

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: 23,400

After school tutorials are conducted almost every day after school for 3 hours in the core content areas such to assist struggling students as well as students in need of support in accelerated course work for college readiness.

Strategy Rationale

Utilizing extended time after school with tutoring allows for the students to get a more in-depth instruction and reinforcement of the lesson/lessons in which they may struggle. Students are able to get more one on one assistance through tutoring as the classes are small.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McKeever, Cheryl, cheryl.mckeever@palmbeachschools.org

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

Data is collected both formally and informally. Pre/ post assessments, diagnostics, and regular classroom common assessments are used to gauge the effectiveness of the tutorial sessions.

Strategy: Weekend Program

Minutes added to school year: 7,200

Saturday tutorials are conducted almost every day after school for 4 hours in the core content areas such to assist struggling students as well as students in need of support in accelerated course work for college readiness.

Strategy Rationale

Utilizing extended time on weekends with tutoring allows for the students to get a more in-depth instruction and reinforcement of the lesson/lessons in which they may struggle. Students are able to get more one on one assistance through tutoring as the classes are small.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Green, Sonya, sonya.green@palmbeachschools.org

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

Data is collected both formally and informally. Pre/ post assessments, diagnostics, and regular classroom common assessments are used to gauge the effectiveness of the tutorial sessions.

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- The SAT school day test administration which 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
- 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

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

Academic and career planning begins in the 9th grade. All students review their academic progress twice per year with a counselor via presentations in the classroom. Grade level assemblies are held to review and assist with course selections every year. Parents are encouraged to discuss course selections with students.

We use our college bound coaches to meet with students and disseminate information about colleges and careers in along with the school guidance counselors. We offer several career academies including Teacher Academy, Pre-Law Academy, Early Childhood, Bio-Tech, and the Medical Academy that give students practical knowledge and experience. We offer Industry Certification in our business education and select magnet programs.

Students are also exposed to wide variety of presenters and workshops during and after school. Career planning materials are available in the media center as well as the guidance department to allow students the opportunity for continued research and planning.

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

The school offers students elective courses in business and technology, and choice programs in law, teacher education, early childhood, biotechnology and medicine/nursing. These courses and programs focus on job skills, offer students internships, and offer students the opportunity to earn industry certification and college credits. We continue to discuss “soft skills” important to success in the workforce via daily Teacher Advisory sessions.

Health Science - CNA, CMAA, EKG, Pharmacy Technician, Bio-technician Assistant
Information Technology - MOS, Dream Weaver, Photoshop, Illustrator, Ensignt,

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

Palm Beach Lakes High School’s percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course and completed a Dual Enrollment math course were all below the district and state averages, but Palm Beach Lakes High School is committed to creating a greater emphasis on postsecondary readiness. We will also encourage students to take AP or Dual Enrollment classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor and/or the graduation coach regarding their postsecondary plans. Students will also be selected to take the AVID class as an elective. Parent information meetings will be held. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary. SWD will have a summary of performance evaluation as well as an AIEP for transition purposes to referrals to appropriate outside agencies. Eleventh grade students in the college readiness cohort will take the state-subsidized PERT test to determine college readiness. Those students who fail to score college-ready on the PERT will be assigned to English IV for College Readiness and Math for College Readiness, courses specifically designed to remediate student’s readiness deficiencies. These students will be given the PERT again during the second semester of their senior year in order to gauge progress toward college readiness.

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

Placement of students into college readiness courses designed to promote passing scores in various college admission tests such as SAT/ACT/ PERT.

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 Palm Beach Lakes Community High School implements and delivers differentiated instruction that is well-planned, effectively implemented with aligned resources, and descriptive feedback to the ELL and ESE students on their performance; then these students will reach or exceed state expectations as well as demonstrate college and career readiness.
- G2.** If Palm Beach Lakes Community High School implements relevant, rigorous and engaging instruction, professional development, capacity building and activities with parents; then there will be an increase in student academic growth and achievement across all content areas and the graduation rate will increase to 90% or higher.

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 Palm Beach Lakes Community High School implements and delivers differentiated instruction that is well-planned, effectively implemented with aligned resources, and descriptive feedback to the ELL and ESE students on their performance; then these students will reach or exceed state expectations as well as demonstrate college and career readiness. 1a

G074934

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- Classroom libraries and ancillary materials
- Teacher collaboration in summer and school year monthly academic curriculum planning, common planning and learning team meetings
- Language facilitators for students and parents
- Professional Development both on and off campus
- Communications in various languages to school community including parent notification of school events created to enhance student achievement
- Electronic readers and software to enhance independent reading and guided instruction in both subjects necessary for graduation and proficiency
- Support facilitation for ESE students mainstreamed in core content area classes.

Targeted Barriers to Achieving the Goal 3

- Lack of instruction tailored to student's specific learning needs and opportunities for students to take ownership of the material they are expected to master.
- Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills across the various content areas and inconsistency in utilizing data-driven, small group, differentiated instruction.

Plan to Monitor Progress Toward G1. 8

During LTM's teachers will analyze FSQ's and USA's to determine the progress toward our goals

Person Responsible

Elena Villani

Schedule

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

Evidence of Completion

Item analysis reports from Performance Matters from FSQ's and USA's.

G2. If Palm Beach Lakes Community High School implements relevant, rigorous and engaging instruction, professional development, capacity building and activities with parents; then there will be an increase in student academic growth and achievement across all content areas and the graduation rate will increase to 90% or higher. **1a**

 G074935

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal **2**

- Academic Coaches and resources teachers
- Extended learning opportunities
- Classroom supplemental resources including rigorous text, mobile carts and mobi's to assist with on-the go monitoring of learning
- Collegial summer and school year monthly planning, common planning and learning team meetings
- Professional development and conferences both on campus and off campus
- In-county and out of county travel and registrations for staff development
- Substitutes for Title I classroom teachers
- Independent consultant in the form of a published author, to aid in enrichment activities to support struggling students develop various reading skills
- Supplies to increase student accessibility to post-secondary college examination
- Community and family involvement in tutorials and events designed to increase parental knowledge of tested standards,
- Computer-assisted learning, and college requirements will support this goal.
- Extensive mentoring program
- AVID
- Career center
- AICE
- Collaborative planning between classroom teacher and media specialist to support students with researching skills utilizing primary and secondary resources
- Anchor Charts, Learning Goals and Scales to support the learning
- Boot Camps prior to SAT/ACT testing days for remediation and strategy review

Targeted Barriers to Achieving the Goal **3**

- Lack of instruction tailored to student's specific learning needs and of opportunities for students to take ownership of the material they are expected to master
- Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills across the various content areas and inconsistency in utilizing data-driven, small group, differentiated instruction
- Limited parent involvement

Plan to Monitor Progress Toward G2. 8

Review Performance Matters and EDW student reports and weekly guidance reports that indicate students on track for graduation.

Person Responsible

Cheryl McKeever

Schedule

Quarterly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Graduation Cohort Data monitoring log for tracking seniors' graduation progress

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 Palm Beach Lakes Community High School implements and delivers differentiated instruction that is well-planned, effectively implemented with aligned resources, and descriptive feedback to the ELL and ESE students on their performance; then these students will reach or exceed state expectations as well as demonstrate college and career readiness. **1**

 G074934

G1.B1 Lack of instruction tailored to student's specific learning needs and opportunities for students to take ownership of the material they are expected to master. **2**

 B195709

G1.B1.S1 Ensure individual student plans (IEP, 504, ELL) are implemented with fidelity. **4**

 S207394

Strategy Rationale

By following student plans, ELL, ESE, and 504 students' needs will be addressed.

Action Step 1 **5**

Provide supplemental instruction in targeted core content areas through the use of resource teachers through a push in/pull out model for ELL students.

Person Responsible

Ben Defillippo

Schedule

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

Evidence of Completion

lesson plans, schedule, student rosters, assessment results to drive instructional support

Action Step 2 5

Provide supplemental instruction and strategies in targeted core content areas through the use of ESE teachers via a support facilitation model based on Students' IEP needs.

Person Responsible

Misty Russo

Schedule

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

Evidence of Completion

lesson plans, schedule, student rosters, assessment results to drive instructional support

Action Step 3 5

Ensure boot camps, tutorials and enrichment will be provided for ELL/ESE students after school and on Saturdays, including SAT/ACT tutorial.

Person Responsible

Vera Gibson

Schedule

Daily, from 8/31/2015 to 5/20/2016

Evidence of Completion

tutorial lesson plans, teacher sign-in sheets, student attendance rosters

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

Admin will conduct walk-throughs and teacher data chats to ensure fidelity of programs.

Person Responsible

Schedule

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

Evidence of Completion

walk-through checklists, notes from teacher chats, notes from monthly curriculum planning meetings

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

Monitor student data to ensure action steps are effective and there is evidence of student growth in core content areas using Performance Matters and student portfolios.

Person Responsible

Cheryl McKeever


Schedule

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

Evidence of Completion

Notes from data chats/LTM with teachers and admin team, notes from monthly curriculum planning meetings

G1.B2 Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills across the various content areas and inconsistency in utilizing data-driven, small group, differentiated instruction. 2

 B195710

G1.B2.S1 Teachers will receive training to develop lesson plans that include strategies designed for ESE/ELL students and address individual students. plans. 4

 S207395

Strategy Rationale

Following student plans with fidelity will ensure students' needs are being met.

Action Step 1 5

Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction for ELL students.

Person Responsible

Ben Defillippo

Schedule

Quarterly, from 8/17/2015 to 6/24/2016

Evidence of Completion

conference registration, travel documentation, LTM, common, curriculum, and/or dept meetings for evidence of sharing of information

Action Step 2 5

Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction for ESE students.

Person Responsible

Misty Russo

Schedule

Quarterly, from 8/17/2015 to 6/24/2016

Evidence of Completion

conference registration, travel documentation, LTM, common, curriculum, and/or dept meetings for evidence of sharing of information

Action Step 3 5

Curriculum planning will be scheduled for summer months and after school to develop lesson maps, focused calendars, and pacing guides.

Person Responsible

Elena Villani

Schedule

Monthly, from 7/1/2015 to 6/24/2016

Evidence of Completion

Lesson maps, focused calendars and pacing guides

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

Conduct coordinators debriefing meetings and co-facilitate curriculum and common planning meetings.

Person Responsible

Elena Villani

Schedule

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

Evidence of Completion

Notes from coordinators meetings, artifacts. work products from meetings

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

Conduct data chats with teachers/admin and review Performance Matters and teacher portfolios and i-Observations results for evidence of teacher growth.

Person Responsible

Cheryl McKeever

Schedule

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

Evidence of Completion

notes from chats, i-Observation VAM scores, teacher portfolios, student data reports

G2. If Palm Beach Lakes Community High School implements relevant, rigorous and engaging instruction, professional development, capacity building and activities with parents; then there will be an increase in student academic growth and achievement across all content areas and the graduation rate will increase to 90% or higher. 1

 G074935

G2.B1 Lack of instruction tailored to student's specific learning needs and of opportunities for students to take ownership of the material they are expected to master 2

 B195711

G2.B1.S1 Increase reading, writing, science, social studies and math proficiency by differentiated instruction and scaffolding of lessons to be implemented across content areas 4

 S207396

Strategy Rationale

School grade has been consistently stagnate.

Action Step 1 5

Provide supplemental instruction in targeted core content areas, including the homeless and migrant population, through the use of resource teachers through a push in/pull out model.

Person Responsible

Sonya Green

Schedule

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

Evidence of Completion

lesson plans, assessment results to drive instructional support

Action Step 2 5

Tutorial and enrichment will be provided for targeted students after school and on Saturdays, including SAT/ACT tutorial and boot camps prioritizing seats for homeless and migrant students.

Person Responsible

Vera Gibson

Schedule

Daily, from 8/31/2015 to 5/20/2016

Evidence of Completion

tutorial lesson plans, teacher sign-in sheets, student attendance rosters

Action Step 3 5

Resource teacher (Graduation Coach) will provide support and guidance to all seniors to ensure students graduation on time by tracking and monitoring graduation requirements and student data.

Person Responsible

Marcus Williams

Schedule

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

Evidence of Completion

Monitoring log, student data chat evidence, parent conference notes, guidance counselor notes

Action Step 4 5

Credit recovery lab will be available to students at risk of not graduating on time.

Person Responsible

Elena Villani

Schedule

On 6/2/2016

Evidence of Completion

computer-based program reports, student attendance log-in

Action Step 5 5

Provide instructional materials and resources to engage students in learning.

Person Responsible

Melissa Terkovich

Schedule

Monthly, from 7/27/2015 to 10/30/2015

Evidence of Completion

requisitions, invoices, budget reports

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

Admin will conduct walk-throughs and teacher data chats to ensure fidelity of programs.

Person Responsible

Elena Villani

Schedule

Biweekly, from 9/8/2015 to 6/2/2016

Evidence of Completion

walk-through checklists, notes from teacher chats, review of evidence of action steps, notes from monthly curriculum planning meetings

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

Monitor student data to ensure action steps are effective and there is evidence of student growth in core content areas using Performance Matters and student portfolios.

Person Responsible

Cheryl McKeever

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Notes from data chats/LTM with teachers and admin team, notes from monthly curriculum planning meetings

G2.B2 Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills across the various content areas and inconsistency in utilizing data-driven, small group, differentiated instruction **2**

 B195712

G2.B2.S1 Teachers will receive training, observe model lessons, and common planning to develop lesson plans to utilize the gradual release model of instruction. **4**

 S207397

Strategy Rationale

Teachers struggle with standards/benchmarks and differentiate instruction.

Action Step 1 **5**

Coaches will build teacher capacity for the delivery of rigorous instruction using the Coaching Continuum.

Person Responsible

Sonya Green

Schedule

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

Evidence of Completion

Notes from common and curriculum planning, coaches' logs

Action Step 2 **5**

Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction.

Person Responsible

Elena Villani

Schedule

Quarterly, from 8/17/2015 to 6/24/2016

Evidence of Completion

conference registration, Virtual Conferences, travel documentation, LTM, common, curriculum, and/or dept meetings for evidence of sharing of information, invoices

Action Step 3 5

Distance coaching model with high performing teachers from local high schools will be implemented to allow PBL teachers to observe effective teachers in classroom setting and provide opportunity for conferencing.

Person Responsible

Elena Villani

Schedule

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

Evidence of Completion

observations, conference notes

Action Step 4 5

Curriculum planning will be scheduled for summer months and after school to develop lesson maps, focused calendars, and pacing guides.

Person Responsible

Elena Villani

Schedule

Monthly, from 7/1/2015 to 6/24/2016

Evidence of Completion

Lesson maps, focus calendars and pacing guides

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Conduct coaches debriefing meetings and co-facilitate curriculum and common planning meetings.

Person Responsible

Elena Villani

Schedule

Monthly, from 7/1/2015 to 6/24/2016

Evidence of Completion

Notes from coaches meetings, artifacts. work products from meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Conduct data chats with teachers/admin and review Performance Matters and teacher portfolios and i-Observations results for evidence of teacher growth.

Person Responsible

Cheryl McKeever


Schedule

Monthly, from 9/8/2015 to 6/2/2016

Evidence of Completion

notes from chats, i-Observation VAM scores, teacher portfolios, student data reports

G2.B3 Limited parent involvement 2

 B195713

G2.B3.S1 Provide parent trainings to help build parent capacity to support student learning at home across content areas to increase proficiency in reading, writing, and math. 4

 S207398

Strategy Rationale

By building parent capacity, parents will be able to educationally support their child and ensure child graduates from school.

Action Step 1 5

Provide consistent and effective communication to parents to ensure timely notifications and information regarding school events and pertinent academic requirements.

Person Responsible

Brian Lawson

Schedule

Monthly, from 7/27/2015 to 6/2/2016

Evidence of Completion

parent notices, call-out transmissions, text-outs, flyers, invitations to parent trainings, copies of items being mailed

Action Step 2 5

Graduation Coach, Guidance Counselors, teachers and CLF's will hold parent trainings, act as liaison between school and home, conduct home visits and work with community members.

Person Responsible

Marcus Williams

Schedule

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

Evidence of Completion

home visit logs, parent conference notes, phone logs, agendas, sign-in sheets, parent evaluations of trainings

Action Step 3 5

Parent University will offer break-out sessions for parents on a variety of topics: FASFA, FSA, Graduation Requirements, etc.

Person Responsible

Wanda Thomas

Schedule

Every 2 Months, from 8/17/2015 to 6/2/2016

Evidence of Completion

flyers, agendas, sign-in sheets, parent evaluations of trainings

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Observe parent events and meet regularly with family involvement facilitators to discuss progress.

Person Responsible

Elena Villani

Schedule

Monthly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Observation notes, meeting notes, review of parent evaluations

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Compare attendance rate from past years and by activity and monitor early warning signs data.

Person Responsible

Cheryl McKeever

Schedule

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

Evidence of Completion

Attendance data, early warning signs data

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	Provide supplemental instruction in targeted core content areas through the use of resource teachers through a push in/pull out model for ELL students.	Defillippo, Ben	8/17/2015	lesson plans, schedule, student rosters, assessment results to drive instructional support	6/2/2016 daily
G1.B2.S1.A1	Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction for ELL students.	Defillippo, Ben	8/17/2015	conference registration, travel documentation, LTM, common, curriculum, and/or dept meetings for evidence of sharing of information	6/24/2016 quarterly
G2.B1.S1.A1	Provide supplemental instruction in targeted core content areas, including the homeless and migrant population, through the use of resource teachers through a push in/pull out model.	Green, Sonya	8/17/2015	lesson plans, assessment results to drive instructional support	6/2/2016 daily
G2.B2.S1.A1	Coaches will build teacher capacity for the delivery of rigorous instruction using the Coaching Continuum.	Green, Sonya	8/17/2015	Notes from common and curriculum planning, coaches' logs	6/2/2016 daily
G2.B3.S1.A1	Provide consistent and effective communication to parents to ensure timely notifications and information regarding school events and pertinent academic requirements.	Lawson, Brian	7/27/2015	parent notices, call-out transmissions, text-outs, flyers, invitations to parent trainings, copies of items being mailed	6/2/2016 monthly
G1.B1.S1.A2	Provide supplemental instruction and strategies in targeted core content areas through the use of ESE teachers via a support facilitation model based on Students' IEP needs.	Russo, Misty	8/17/2015	lesson plans, schedule, student rosters, assessment results to drive instructional support	6/2/2016 daily
G1.B2.S1.A2	Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction for ESE students.	Russo, Misty	8/17/2015	conference registration, travel documentation, LTM, common, curriculum, and/or dept meetings for evidence of sharing of information	6/24/2016 quarterly
G2.B1.S1.A2	Tutorial and enrichment will be provided for targeted students after school and on Saturdays, including SAT/ACT tutorial and boot camps	Gibson, Vera	8/31/2015	tutorial lesson plans, teacher sign-in sheets, student attendance rosters	5/20/2016 daily

Palm Beach - 1851 - Palm Beach Lakes High School - 2015-16 SIP
Palm Beach Lakes High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	prioritizing seats for homeless and migrant students.				
G2.B2.S1.A2	Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction.	Villani, Elena	8/17/2015	conference registration, Virtual Conferences, travel documentation, LTM, common, curriculum, and/or dept meetings for evidence of sharing of information, invoices	6/24/2016 quarterly
G2.B3.S1.A2	Graduation Coach, Guidance Counselors, teachers and CLF's will hold parent trainings, act as liaison between school and home, conduct home visits and work with community members.	Williams, Marcus	8/17/2015	home visit logs, parent conference notes, phone logs, agendas, sign-in sheets, parent evaluations of trainings	6/2/2016 daily
G1.B1.S1.A3	Ensure boot camps, tutorials and enrichment will be provided for ELL/ ESE students after school and on Saturdays, including SAT/ACT tutorial.	Gibson, Vera	8/31/2015	tutorial lesson plans, teacher sign-in sheets, student attendance rosters	5/20/2016 daily
G1.B2.S1.A3	Curriculum planning will be scheduled for summer months and after school to develop lesson maps, focused calendars, and pacing guides.	Villani, Elena	7/1/2015	Lesson maps, focused calendars and pacing guides	6/24/2016 monthly
G2.B1.S1.A3	Resource teacher (Graduation Coach) will provide support and guidance to all seniors to ensure students graduation on time by tracking and monitoring graduation requirements and student data.	Williams, Marcus	8/17/2015	Monitoring log, student data chat evidence, parent conference notes, guidance counselor notes	6/2/2016 weekly
G2.B2.S1.A3	Distance coaching model with high performing teachers from local high schools will be implemented to allow PBL teachers to observe effective teachers in classroom setting and provide opportunity for conferencing.	Villani, Elena	8/17/2015	observations, conference notes	6/2/2016 monthly
G2.B3.S1.A3	Parent University will offer break-out sessions for parents on a variety of topics: FASFA, FSA, Graduation Requirements, etc.	Thomas, Wanda	8/17/2015	flyers, agendas, sign-in sheets, parent evaluations of trainings	6/2/2016 every-2-months
G2.B1.S1.A4	Credit recovery lab will be available to students at risk of not graduating on time.	Villani, Elena	8/17/2015	computer-based program reports, student attendance log-in	6/2/2016 one-time
G2.B2.S1.A4	Curriculum planning will be scheduled for summer months and after school to develop lesson maps, focused calendars, and pacing guides.	Villani, Elena	7/1/2015	Lesson maps, focus calendars and pacing guides	6/24/2016 monthly
G2.B1.S1.A5	Provide instructional materials and resources to engage students in learning.	Terkovich, Melissa	7/27/2015	requisitions, invoices, budget reports	10/30/2015 monthly
G1.MA1	During LTM's teachers will analyze FSQ's and USA's to determine the progress toward our goals	Villani, Elena	8/17/2015	Item analysis reports from Performance Matters from FSQ's and USA's.	6/2/2016 monthly
G1.B1.S1.MA1	Monitor student data to ensure action steps are effective and there is evidence of student growth in core content areas using Performance Matters and student portfolios.	McKeever, Cheryl	8/17/2015	Notes from data chats/LTM with teachers and admin team, notes from monthly curriculum planning meetings	6/2/2016 monthly
G1.B1.S1.MA1	Admin will conduct walk-throughs and teacher data chats to ensure fidelity of programs.		8/17/2015	walk-through checklists, notes from teacher chats, notes from monthly curriculum planning meetings	6/2/2016 monthly
G1.B2.S1.MA1	Conduct data chats with teachers/ admin and review Performance Matters and teacher portfolios and i-	McKeever, Cheryl	8/17/2015	notes from chats, i-Observation VAM scores, teacher portfolios, student data reports	6/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Observations results for evidence of teacher growth.				
G1.B2.S1.MA1	Conduct coordinators debriefing meetings and co-facilitate curriculum and common planning meetings.	Villani, Elena	8/17/2015	Notes from coordinators meetings, artifacts. work products from meetings	6/2/2016 monthly
G2.MA1	Review Performance Matters and EDW student reports and weekly guidance reports that indicate students on track for graduation.	McKeever, Cheryl	9/8/2015	Graduation Cohort Data monitoring log for tracking seniors' graduation progress	6/2/2016 quarterly
G2.B1.S1.MA1	Monitor student data to ensure action steps are effective and there is evidence of student growth in core content areas using Performance Matters and student portfolios.	McKeever, Cheryl	8/17/2015	Notes from data chats/LTM with teachers and admin team, notes from monthly curriculum planning meetings	5/27/2016 quarterly
G2.B1.S1.MA1	Admin will conduct walk-throughs and teacher data chats to ensure fidelity of programs.	Villani, Elena	9/8/2015	walk-through checklists, notes from teacher chats, review of evidence of action steps, notes from monthly curriculum planning meetings	6/2/2016 biweekly
G2.B2.S1.MA1	Conduct data chats with teachers/ admin and review Performance Matters and teacher portfolios and i-Observations results for evidence of teacher growth.	McKeever, Cheryl	9/8/2015	notes from chats, i-Observation VAM scores, teacher portfolios, student data reports	6/2/2016 monthly
G2.B2.S1.MA1	Conduct coaches debriefing meetings and co-facilitate curriculum and common planning meetings.	Villani, Elena	7/1/2015	Notes from coaches meetings, artifacts. work products from meetings	6/24/2016 monthly
G2.B3.S1.MA1	Compare attendance rate from past years and by activity and monitor early warning signs data.	McKeever, Cheryl	8/17/2015	Attendance data, early warning signs data	6/2/2016 monthly
G2.B3.S1.MA1	Observe parent events and meet regularly with family involvement facilitators to discuss progress.	Villani, Elena	9/8/2015	Observation notes, meeting notes, review of parent evaluations	6/2/2016 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 Palm Beach Lakes Community High School implements and delivers differentiated instruction that is well-planned, effectively implemented with aligned resources, and descriptive feedback to the ELL and ESE students on their performance; then these students will reach or exceed state expectations as well as demonstrate college and career readiness.

G1.B2 Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills across the various content areas and inconsistency in utilizing data-driven, small group, differentiated instruction.

G1.B2.S1 Teachers will receive training to develop lesson plans that include strategies designed for ESE/ELL students and address individual students. plans.

PD Opportunity 1

Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction for ELL students.

Facilitator

Conference presenters and ELL coordinators

Participants

Select teachers/admin

Schedule

Quarterly, from 8/17/2015 to 6/24/2016

PD Opportunity 2

Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction for ESE students.

Facilitator

Conference presenters and ESE coordinators

Participants

Select teachers/admin

Schedule

Quarterly, from 8/17/2015 to 6/24/2016

PD Opportunity 3

Curriculum planning will be scheduled for summer months and after school to develop lesson maps, focused calendars, and pacing guides.

Facilitator

Elena Villani

Participants

9-12 teachers

Schedule

Monthly, from 7/1/2015 to 6/24/2016

G2. If Palm Beach Lakes Community High School implements relevant, rigorous and engaging instruction, professional development, capacity building and activities with parents; then there will be an increase in student academic growth and achievement across all content areas and the graduation rate will increase to 90% or higher.

G2.B2 Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills across the various content areas and inconsistency in utilizing data-driven, small group, differentiated instruction

G2.B2.S1 Teachers will receive training, observe model lessons, and common planning to develop lesson plans to utilize the gradual release model of instruction.

PD Opportunity 1

Coaches will build teacher capacity for the delivery of rigorous instruction using the Coaching Continuum.

Facilitator

Green, Gibson, Bell

Participants

9-12 core content teachers, elective teachers

Schedule

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

PD Opportunity 2

Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction.

Facilitator

Conference presenters

Participants

Select teachers/admin

Schedule

Quarterly, from 8/17/2015 to 6/24/2016

PD Opportunity 3

Distance coaching model with high performing teachers from local high schools will be implemented to allow PBL teachers to observe effective teachers in classroom setting and provide opportunity for conferencing.

Facilitator

Elena Villani

Participants

9-12 core teachers

Schedule

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

PD Opportunity 4

Curriculum planning will be scheduled for summer months and after school to develop lesson maps, focused calendars, and pacing guides.

Facilitator

Elena Villani

Participants

9-12 teachers

Schedule

Monthly, from 7/1/2015 to 6/24/2016

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	Provide supplemental instruction in targeted core content areas through the use of resource teachers through a push in/pull out model for ELL students.	\$0.00			
2	G1.B1.S1.A2	Provide supplemental instruction and strategies in targeted core content areas through the use of ESE teachers via a support facilitation model based on Students' IEP needs.	\$0.00			
3	G1.B1.S1.A3	Ensure boot camps, tutorials and enrichment will be provided for ELL/ESE students after school and on Saturdays, including SAT/ACT tutorial.	\$0.00			
4	G1.B2.S1.A1	Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction for ELL students.	\$0.00			
5	G1.B2.S1.A2	Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction for ESE students.	\$0.00			
6	G1.B2.S1.A3	Curriculum planning will be scheduled for summer months and after school to develop lesson maps, focused calendars, and pacing guides.	\$0.00			
7	G2.B1.S1.A1	Provide supplemental instruction in targeted core content areas, including the homeless and migrant population, through the use of resource teachers through a push in/pull out model.	\$65,008.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School	Title I Part A	0.5	\$32,504.00
<i>Notes: 0.5 resource teacher - sal/bens (Green - Reading)</i>						
			1851 - Palm Beach Lakes High School	Title I Part A	0.5	\$32,504.00
<i>Notes: 0.5 resource teacher - sal/bens (Gibson - Math)</i>						
8	G2.B1.S1.A2	Tutorial and enrichment will be provided for targeted students after school and on Saturdays, including SAT/ACT tutorial and boot camps prioritizing seats for homeless and migrant students.	\$49,800.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School	Title I Part A		\$40,000.00
<i>Notes: tutorial - sal/bens</i>						
			1851 - Palm Beach Lakes High School	Title I Part A		\$3,000.00

Budget Data						
				<i>Notes: supplies for tutorial - binders, composition notebooks, writing utensils, paper, ink, Cornell notes paper, colored copy paper, novels, math consumables, science lab materials, chart paper, SAT/ACT resource materials for students (practice books)</i>		
			1851 - Palm Beach Lakes High School	Title I Part A		\$6,800.00
				<i>Notes: Transportation for tutorial - Compound services</i>		
9	G2.B1.S1.A3	Resource teacher (Graduation Coach) will provide support and guidance to all seniors to ensure students graduation on time by tracking and monitoring graduation requirements and student data.				\$65,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School	Title I Part A	1.0	\$65,008.00
				<i>Notes: 1.0 Resource teacher serving as a grad coach (Sal/Bens) - Mr. Marcus Williams</i>		
10	G2.B1.S1.A4	Credit recovery lab will be available to students at risk of not graduating on time.				\$29,316.53
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School	Title I Part A		\$29,316.53
				<i>Notes: Temp tutor/sub for credit recovery lab (sal/bens - Feliciano)</i>		
11	G2.B1.S1.A5	Provide instructional materials and resources to engage students in learning.				\$33,025.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School	Title I Part A		\$14,225.00
				<i>Notes: Supplies - ink/toner, colored pencils, highlighters, composition books, post-it notes, binders, pens/pencils, loose leaf paper, Cornell notes paper, chart paper, copy paper, Supplemental materials to support the AP and AICE courses, Zikes foldable materials - colored copy paper, writing utensils, math and science consumable lab materials, ACT/SAT prep books, graphing paper, calculators, protractors, compasses, math manipulatives, head phones, vocabulary banners, high interest reading books, novels and periodicals, laminating paper and poster paper.</i>		
			1851 - Palm Beach Lakes High School	Title I Part A		\$5,200.00
				<i>Notes: FFE - mobile cart for Mobis/clickers, computer tables</i>		
			1851 - Palm Beach Lakes High School	Title I Part A		\$8,600.00
				<i>Notes: FFE - 25 Mobis and 2 class sets of clickers</i>		
			1851 - Palm Beach Lakes High School	Title I Part A		\$5,000.00
				<i>Notes: Educational consultant - Author Visit to motivate students in reading</i>		

Budget Data

12	G2.B2.S1.A1	Coaches will build teacher capacity for the delivery of rigorous instruction using the Coaching Continuum.				\$67,783.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School	Title I Part A	0.5	\$32,504.00
			<i>Notes: 0.5 Reading Coach - Green (Sal/Bens)</i>			
			1851 - Palm Beach Lakes High School	Title I Part A	0.5	\$32,504.00
			<i>Notes: 0.5 Math Coach - Gibson (Sal/Bens)</i>			
			1851 - Palm Beach Lakes High School	Title I Part A		\$2,775.00
			<i>Notes: Supplies - Paper, pens, pencils, highlighters, chart paper, post-it, notes, paper clips, staples, folders, binders, page protectors, ink for EDW/PM reports, chart paper, professional resource books</i>			
13	G2.B2.S1.A2	Provide professional development opportunities to build teacher capacity for the delivery of rigorous and differentiated instruction.				\$18,180.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School			\$300.00
			<i>Notes: Webinars and Virtual Training - Teachers to attend professional development conferences such as NSTA Virtual Conference.</i>			
			1851 - Palm Beach Lakes High School	Title I Part A		\$2,830.00
			<i>Notes: PD sub sal/bens for release time for teachers to attend conferences</i>			
			1851 - Palm Beach Lakes High School	Title I Part A		\$13,200.00
			<i>Notes: Out-of-State Travel - Teachers to attend conferences such as IRA, AVID, ASCD, NSAAP, ASSP, NCTM, NSTA, ELL and ESE conferences</i>			
			1851 - Palm Beach Lakes High School	Title I Part A		\$1,850.00
			<i>Notes: Out-of-County Travel - Teachers to attend professional development conferences such as FETC, FSA, FAME</i>			
14	G2.B2.S1.A3	Distance coaching model with high performing teachers from local high schools will be implemented to allow PBL teachers to observe effective teachers in classroom setting and provide opportunity for conferencing.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School	Title I Part A		\$1,000.00
			<i>Notes: PD release time for conferencing with local teachers - distance coaching model</i>			

Budget Data						
15	G2.B2.S1.A4	Curriculum planning will be scheduled for summer months and after school to develop lesson maps, focused calendars, and pacing guides.				\$6,385.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School	Title I Part A		\$6,385.00
			<i>Notes: PD PRT sal/bens for curriculum planning</i>			
16	G2.B3.S1.A1	Provide consistent and effective communication to parents to ensure timely notifications and information regarding school events and pertinent academic requirements.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School			\$3,000.00
			<i>Notes: paper for communication, ink, envelopes, student agendas</i>			
			1851 - Palm Beach Lakes High School	Title I Part A		\$2,000.00
			<i>Notes: Postage for parent mailings</i>			
17	G2.B3.S1.A2	Graduation Coach, Guidance Counselors, teachers and CLF's will hold parent trainings, act as liaison between school and home, conduct home visits and work with community members.				\$2,265.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School	Title I Part A		\$2,265.00
			<i>Notes: FI supplies - paper, colored copy paper, chart paper, ink/toner, folders, refreshments, paper goods, pens, pencils, paper clips, staples, brochures</i>			
18	G2.B3.S1.A3	Parent University will offer break-out sessions for parents on a variety of topics: FASFA, FSA, Graduation Requirements, etc.				\$5,765.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1851 - Palm Beach Lakes High School	Title I Part A		\$4,000.00
			<i>Notes: FI - PRT for guidance counselors, teachers & CLF's to host Parent University trainings</i>			
			1851 - Palm Beach Lakes High School	Title I Part A		\$1,765.00
			<i>Notes: FI Supplies for Parent University - paper, colored copy paper, chart paper, ink/toner, folders, refreshments, paper goods, pens, pencils, paper clips, staples, brochures</i>			
					Total:	\$348,535.53