Boynton Beach Community High

2016-17 Schoolwide Improvement Plan

Boynton Beach Community High

4975 PARK RIDGE BLVD, Boynton Beach, FL 33426

https://bbhs.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK, 6-12	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	B	A

*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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Boynton Beach Community High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Boynton Beach Community High School is committed to providing a world-class education by fostering an environment where students are challenged through rigorous coursework, including opportunities for college and career preparation, empowering each student to reach his or her highest potential.

b. Provide the school's vision statement.

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

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Additionally, we infuse conversation and guidance regarding building relationships with students and families at faculty meetings, PLC meetings, and individual meetings with teachers. During interviews for new teachers, the principal explains that the ability to form relationships with students is vital to success in our building.In the first days of school, school wide lessons are taught emphasizing tolerance and compassion, as well as appropriate methods of interacting with others in our diverse population. School wide lessons on Respect are given by all teachers in all classrooms and form the basis for developing positive relationships and character development. Cultural activities are embedded within the curriculum areas. Training will be held to help teachers understand how families of different cultures view education in an effort to increase parent involvement in the school. Various clubs related to culture support students in understanding one anothers' cultures, as well as maintain pride in their own cultures.

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

Our school creates an environment where students feel safe and respected before, during and after school by developing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum through supplemental supports including school based counseling, career navigation, social services coordination, and graduation coaching. We also strive to enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary. Adults across the campus clarify their expectations for positive interpersonal interaction through our Single School Culture ROAR matrix, teaching specific responses to situations that happen during and outside of schoo. 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 is embedded in faculty meetings through the use of videos and discussion. Processes for reporting violations of bullying/harassment/dating violence/civil rights policies are articulated and posted around the school building. Our 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 counselors will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Our Positive Behavior Support Committe brainstorms with faculty members methods we will use 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 Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, nonacademic,age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities.TV monitors are placed throughout the building and show pictures of positive activities taking place at our school. These monitors will also diplay the names of students who earn honor roll status each quarter.

c. 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.

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following

our Behavioral Matrix (ROAR) and Teaching Expected Behaviors devised by the staff for student behavior in the classroom, cafeteria, hallways, etcsing school wided lessons and activities on late start days, communicating with parents, and Monitoring SwPBS. The common language of the Behavior Matrix is used when reinforcing appropriate student behavior, as well as when teaching and coaching appropriate student behavior. The school updates Action Plans during Leadership and Grade Level Team Meetings. Grade level assemblies are held each quarter to review behavior expectations and reward students who are following expectations. A school wide recognitions system is in place to reward students who attend class on time regularly and who achieve high academic standards.

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

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

We also utilize our Positive Behavior Support coach who is provided through Safe Schools. She reinforces our Single School Culture guidelines by working with students to resolve conflict and learn strategies for avoiding conflict. We also utilize the services of our Crisis Intervention Teacher, BIA,

and safe schools interventionist to monitor and intervene with students who have severe behavior issues.

3. 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).

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

The purpose of the Boynton Beach Community High School's Early Warning System is to provide data on the likelihood that students may or may not reach key academic goals.

Attendance under 90%. This indicator was chosen for its mix of accuracy (since a high percentage of students with that indicator that dropped out) and yield (a high proportion of all dropouts had this indicator).

First term failure in either English Language or Mathematics.

Suspended for one or more school days.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	46	46	44	155
One or more suspensions	0	0	0	0	0	0	0	0	0	153	97	74	40	364
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	195	149	170	112	626
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	318	322	297	118	1055
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	220	167	168	78	633

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

Tier 1 Academic: Core curriculum, standardized assessment, Freshman Invasion and Ninth Grade Academy, Kahn Academy, Math Nation.
Tier 2 Academic: Differentiated instruction, group tutoring programs, Reading Plus,School Based Team.
Tier 3 Academic: Individualized tutorial programs, Credit recovery, Individualized Education Program, New Horizons, Fast Track, LLI .

Tier 1 Behavior: School counseling services, dropout early warning system, universal screening

component, electronic tardy prevention system.

Tier 2 Behavior: After school programming, interventions from Graduation Coach, group mentoring programs, chemical dependency groups(DATA Counselor), School Based Team, individual student contracts.

Tier 3 Behavior: Intensive School Based Team case management, individual interventions from Positive Behavior Support Coach, intensive individual interventions (behavior contracts,chemical dependency treatment, mental health Interventions, etc.).

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

The school partners with businesses in the area to provide resources for academic reinforcement such as gift cards or in-kind articles to reinforce attendance or honor roll status as well as providing resources for sports teams. Relationships are built with area business through administrators, coaches, and other staff that lead to partnerships. Students often perform for community events in return for donations to programs; sports teams perform community service in return for donation. This process teaches students the importance of contributing as well as receiving. Open House Night will ensure parents receive curriculum information.Parent nights to support families of students who need to apply for college, obtain financial aide, and identify scholarships are held regulary. Edline, phone call outs, and Remind text messages ensure that parents and students receive important information.Parents are invited to a data awareness night to ensure parents are aware of their student academic status. Teachers participate in professional development training to increase positive relationships with parents. Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE,etc.) and student data.BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.All families are invited to participate in SAC.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

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

b. Duties

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

At Boynton Beach Community High School, school leaders strive to serve as instructional leaders. Each school leader is responsible for a specific content area and serves as the leader of the teachers in that area. The leader is responsible for curriculum and instructional decisions, mentoring and developing teachers , and attaining appropriate resources needed. School leaders work with academic coaches and teams of teachers and use student data to identify priorities and make decisions regarding allocation of funds, responsibilities of academic coaches and school leaders, and program needs for students. Title I, Title III, and other resources are coordinated based on the needs of the students. Leaders meet weekly and use data to determine how the resources will be allocated. Leaders use observation data to identify the development needs of teachers. This data in tandem with student achievement data is used to design professional development. School leaders partner with Single School Culture Coordinator to improve instructional practice and student learning through Professional Learning Communities.School leaders also coordinate with ESE, ELL, SBT leaders and school counselors to provide MTSS through review data which will include universal screenings, diagnostic data, FSA/EOC data, teacher input, etc.

2. 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.

With 80 percent of our students on free or reduced lunch, the vast majority of our students are at risk. Title I funding supports instruction, professional development, and parent involvement using strategies for students who are not achieving as expected and for students who are in honors and advanced classes. Title III funding is used to support the oral language development of ELL students through extended day opportunities. Title X services provide assistance to students who are identified as homeless, as needed, and school counselors ensure that students have consistent access to school-based resources such as free school meals, showers, computers, and transportation vouchers to meet their basic needs .Several programs are in in place to support appropriate behaviors and lifestyles for our students, including Women of Tomorrow, TOPS, Men's Club. Safe Schools provides a Positive Behavior Facilitator who is at our school three days each week. Teen mothers who take the Early Childhood class have access to free childcare. All students receive free breakfast through the federal food program and students who participate in after school tutorials receive snacks. Our school houses a voluntary pre-kindergarten program that serves as a training facility for our students who

are working toward their Early Childhood certification. Americorp provides a graduation coach, A graduation coach is being provided through Title I funding. Students have the opportunity to move from our building directly into the workforce through our Industry Certification Classes in technology, medical, Early Childhood, and Culinary, as well as through the partnership with Embry Riddle University. Our adult education program offers English Language classes for adults, credit recovery and a variety of other services.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
	Parent
Jennifer Dietrick	Parent
Matthew Bezio	Teacher
Lori Ann Roderick	Education Support Employee
Fredrina Combs	Teacher
Claire Gayle	Business/Community
Amy McEachran Todd	Education Support Employee
Fred Barch	Principal
Michael Douthat	Teacher
Ellin Ferrins	Business/Community
Andrea Sandrin	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

$5,567.00 was spent to purchase 19 Chromebooks

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Barch, Fred	Principal
Bezio, Matthew	Instructional Coach
Anderson, Ernest	Instructional Coach
mceachran-todd, amy	Assistant Principal
Beamon-Steward, Sereatha	Teacher, K-12
Glenn, Alexis	Assistant Principal
Rizzatti, Dominick	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This group of professionals is comprised of leaders in literacy. This team includes a writing coach, the Single School Culture Coordinator, the English and Reading Department Instructional Leaderm three assistant principals, and the principal. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through literacy nights, professional development, coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials,school wide use of AVID Weekly, and curriculum development including Content Literacy Strategies implemented across content areas.

D. 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).

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

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

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

1. Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures, as well as word of mouth referrals
2. Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
3. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. (Haberman Star Teacher Selection Process)
4. Welcome pre-service education students
5. Provide mentor for each teacher new to the school and cultivate a climate of collaboration and support to ensure teacher success
6. Provide a single school culture for behavior for safe and secure environment
7.Provide opportunities for Common Planning with grade level and subject area teams, as well as Professional Learning Communities where professional development is job embedded
8.Opportunities for professional development
9. Recognize teacher accomplishments

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

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

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

b. Instructional Strategies

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

The Literacy Leadership Team holds meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the LAFS and MAFS with teachers during Learning Team Meetings and private data chats with individual teachers. Intensive reading classrooms utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. Reading Plus is used to assess and individualize reading instruction for students seeking reading proficiency or college ready scores. LLI is provided for students who score in the low 25% of student on the ELA FSA. Level 1 readers are scheduled into a science and social studies classes taught by teacher who are Content Literacy Strategy Trained. Level 1 math students are scheduled in to a second math class which provides students the opportunity to build foundational skills. Math Nation and Kahn Academy are used to support and build skill for success on EOC. Achieve 3000 will be implemented in ELL Reading and English classrooms as an alternative for students who are not yet able to access Reading Plus.

Instruction in all classes is rigorous, engaging, and aligned with the Florida Standards. Resources are provided to support instruction in all content areas (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, hands on materials for math and science).Teachers provide specially designed instruction per student's IEP needs, integrating accommodations into Lesson Plans

Teachers administer formative assessments which measure instructed standards, and data is discussed during data chats with teachers and Professional Learning Community meetings. Teachers conduct individual data chats with students as students track and monitor their learning. Extended day tutorials are available for ELL students, retake students, and math students who need support to pass EOC's.

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

Strategy: Extended School Day

Minutes added to school year: 5,688

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

Strategy Rationale

Students respond to small group, targeted instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
mceachran-todd, amy, amy.mceachran-todd@palmbeachschools.org

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

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

Strategy: After School Program

Minutes added to school year: 5,688

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Glenn, Alexis, alexis.glenn@palmbeachschools.org

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

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

Strategy: Summer Program

Minutes added to school year: 10,080

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

Strategy Rationale

At risk students need additional time to recover credits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
mceachran-todd, amy, amy.mceachran-todd@palmbeachschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

b. College and Career Readiness

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

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 promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), and Dual Enrollment, including on-site opportunities
-Integration of STEM activities across curriculum in grade 9, including access to a STEM lab and outdoor classroom
-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
- Onsite TRIO services, as well as summer programs for language development and ACT preparation for ELL students
-Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
-Opportunities for students to participate in Academic Games competitions
-Onsite dual enrollment opportunity through BASA classes

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

Career and technical education programs available are:
-Aviation courses through BASA
-Culinary Arts
-Early Childhood
-Medical Sciences
-Information Technology
-Fashion Design
-ROTC
All Career and Technical Education (CTE) related programs fall under one of the career clusters listed above and on the FLDOE website at the following link:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/index.stml
School based Career and Technical Education (CTE) information can be accessed in a variety of different district locations. For a listing of CTE courses offered by the school, please review the school's master schedule (C16) screen on TERMS to locate the courses. CTE courses begin with the number 8 or 9. To access what program a particular CTE course is associated with, please go to the C17 screen to identify the vocational sub-program number. To access the curriculum requirements for the CTE program, please visit http://www.fldoe.org/ and enter the program number in the search box at the top. You will be taken to the curriculum program.
CTE program related program data can also accessed by visiting the following link to the district's CTE Program Completer and OCP/IC Manual. Please click on this link for the FY16 manual. This document contains a listing of information relative to CTE programs to include suggested industry certifications by course. Middle and high schools have identified career academy coordinators who can assist in navigating this information.

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

Boynton Beach Community High School offers Career and Technical Education related career academies and/or programs. These programs are organized as programs of study combining rigorous academics with CTE courses and are attached to articulated credit with local post-secondary institutions as well as industry certifications. Programs of Study provide a platform for students to graduate both college and career ready. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

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

ESE students have access to a strategies class and content equivalent classes in some core subject. School based team review and provide assistance to specific students as needed. After school workshops are available for ACT and SAT preparation. Counselors conduct classroom guidance and

individual counseling sessions with students. Parent education nights are held to teach parents how to support their students in college application and financial aide applications.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 we ensure effective and relevant instruction to meet the needs of all students, then the graduation rate will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we ensure effective and relevant instruction to meet the needs of all students, then the graduation rate will increase. 1a

🔑 G083599

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
4-Year Grad Rate (Standard Diploma)	86.0

Targeted Barriers to Achieving the Goal 3

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

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers

- Parents

- Community Partners and Agencies

- Title I Funding

- Title III Funding

- District and Regional Support Personnel

Plan to Monitor Progress Toward G1. 8

Achievement data and interim assessment data related to graduation requirements (FSA and EOC) will be monitored.

Person Responsible
Fred Barch

Schedule
Every 6 Weeks, from 10/3/2016 to 5/22/2017

Evidence of Completion
Evidence of data chats and data review-meeting notes, agendas, and sign in sheets.

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 we ensure effective and relevant instruction to meet the needs of all students, then the graduation rate will increase. 1

🔍 G083599

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

🔍 B221871

G1.B1.S1 Provide instructional programming in a safe and productive learning environment that is customized to the individual strengths, needs, interests, and apsirations of each learner. 4

🔍 S234113

Strategy Rationale

Students learn best when they feel safe and realize that instruction is differentiated for their individual needs.

Action Step 1 5

Implement Leveled Literacy Intervention for students reading below grade level.

Person Responsible

amy mceachran-todd

Schedule

Daily, from 8/29/2016 to 6/1/2017

Evidence of Completion

Schedule, Running Reading Records, Attendance Records

Action Step 2 5

Science teachers will work with small groups during their planning period.

Person Responsible

Alexis Glenn

Schedule

Biweekly, from 2/6/2017 to 5/15/2017

Evidence of Completion

Tutor's schedule, student groupings, and lesson plans

Action Step 3 `5`

Kahn Academy and Math Nation will be used to to strengthen students' math skills

Person Responsible

David Ferguson

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Feedback from reporting tools in Kahn Academy and Math Nation

Action Step 4 `5`

Students will be provided hands on learning experiences in a STEM lab.

Person Responsible

Alexis Glenn

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Lab schedule, lesson plans

Action Step 5 `5`

Implement Achieve 3000 in sheltered ELL classrooms for Reading and English and k5learning online program for ELL students in need of intense intervention.

Person Responsible

Sereatha Beamon-Steward

Schedule

Daily, from 9/26/2016 to 6/1/2017

Evidence of Completion

Observations, attendance records, reporting tool within Achieve 3000 and k5learning

Action Step 6 `5`

Fiction and nonfiction materials will be used to remediate and enrich reading skills through Content Literacy Strategies while providing content specific information

Person Responsible

Dominick Rizzatti

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Lesson plans reflecting use of materials

Action Step 7 `5`

Students will be provided opportunities to engage in extended learning for academic support and credit recovery.

Person Responsible

amy mceachran-todd

Schedule

Weekly, from 9/12/2016 to 5/15/2017

Evidence of Completion

Teacher time sheets, student sign in sheets for each day on teacher's time sheet, lesson plans for each day on teacher's time sheet

Action Step 8 `5`

Graduation coach will work with individual students and their families to support graduation readiness through developing and monitoring individual plans for at-risk students.

Person Responsible

David Ferguson

Schedule

Every 3 Weeks, from 8/15/2016 to 5/15/2017

Evidence of Completion

Student visit log, conference notes and individual progress plans, parent conference notes, phone log, home visit log

Action Step 9 `5`

Academic Success Tutor will work with small groups of at-risk students utilizing the Leveled Literacy Intervention(LLI) program.

Person Responsible

amy mceachran-todd

Schedule

Daily, from 9/26/2016 to 6/1/2017

Evidence of Completion

Schedule, attendance records, lesson plans, record of ongoing reading running records.

Action Step 10 `5`

Math Teacher will work with small groups of at-risk students to support their skills for success on EOC.

Person Responsible

David Ferguson

Schedule

Daily, from 9/26/2016 to 6/1/2017

Evidence of Completion

Schedule, attendance records, lesson plans

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

Meetings will be conducted with LLI tutors and teachers at least once each month.

Person Responsible

amy mceachran-todd

Schedule

Monthly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Notes, agenda, sign in sheets from monthly check point meetings with tutor and teachers

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

Bi weekly meetings will be conducted with the Science tutor to review lesson plans and student progress.

Person Responsible

Alexis Glenn

Schedule

Biweekly, from 2/6/2017 to 5/15/2017

Evidence of Completion

Notes from bi weekly meetings with tutor

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

Monthly meetings will be conducted with Math teachers to review data from Kahn Academy and Math Nation

Person Responsible

David Ferguson

Schedule

Monthly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Notes, agenda, sign in sheets from monthly meetings with teachers

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

Monthly meetings will be conducted to review lesson plans and ensure that all students have access to learning opportunity.

Person Responsible

Alexis Glenn

Schedule

Monthly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Agenda, notes, sign-in from monthly meetings with teachers

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

Monthly meetings will be conducted with Achieve 3000 teachers to review data from reporting tool and k5learning student progress

Person Responsible

Sereatha Beamon-Steward

Schedule

Monthly, from 10/24/2016 to 5/29/2017

Evidence of Completion

Notes and action plans developed at meetings

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

Monthly meetings will be conducted with teachers to review use of Content Literacy Strategies

Person Responsible

Dominick Rizzatti

Schedule

Monthly, from 9/26/2016 to 5/29/2017

Evidence of Completion

Feedback to teachers regarding use of materials

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

Monthly meetings will be held with individual tutorial program administrators

Person Responsible

amy mceachran-todd

Schedule

Monthly, from 9/26/2016 to 5/15/2017

Evidence of Completion

Agendas, notes, sign-ins from meetings with individual program tutorial administrators

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

Monthly meetings will be held with the Academic Success Tutor to monitor progress of students and ensure fidelity of implementation.

Person Responsible

amy mceachran-todd

Schedule

Monthly, from 9/26/2016 to 6/1/2017

Evidence of Completion

Notes, agenda, sign-ins from bi-weekly check point meetings with tutor

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

Monthly meetings will be held with math teacher to monitor progress of students and ensure fidelity of implementation.

Person Responsible

David Ferguson

Schedule

Monthly, from 10/10/2016 to 6/1/2017

Evidence of Completion

Note, agendas, sign-ins from bi-weekly meetings with tutor.

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

Attendance records will be reviewed to ensure that students are receiving the intervention. Running Reading Records will be reviewed to ensure that students are making progress as a result of the intervention.

Person Responsible

amy mceachran-todd

Schedule

Monthly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Notes on response to attendance issues and review of Running Reading Records will be used to demonstrate that the strategy was monitored and effective.

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

Student work will be reviewed during meetings to ensure that students are making progress.

Person Responsible

Alexis Glenn

Schedule

Biweekly, from 2/6/2017 to 5/15/2017

Evidence of Completion

Feedback on student progress will be used to demonstrate that the strategy was monitored and effective.

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

Data will be reviewed during monthly meetings to ensure that students are making progress.

Person Responsible

David Ferguson

Schedule

Monthly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Copies of reports will be collected to demonstrate that implementation was monitored and effective.

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

Student progress will be reviewed during monthly meetings to ensure that students benefitting from the learning opportunity.

Person Responsible

David Ferguson

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Feedback and adjustments to schedule will be used to demonstrate that the strategy was monitored and effective.

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

Student process will be reviewed during monthly meetings to ensure that students are benifitting from Achieve 3000 and k5learning online program.

Person Responsible

Sereatha Beamon-Steward

Schedule

Monthly, from 10/17/2016 to 5/29/2017

Evidence of Completion

Feedback to and from teachers implementing Achieve 3000 will be used as evidence that program was monitored and effective.

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

Student work will be reviewed at monthly meeting to ensure that students are experiencing success using strategies.

Person Responsible

Dominick Rizzatti

Schedule

Monthly, from 9/19/2016 to 5/29/2017

Evidence of Completion

Reactions to feedback to and from teachers implementing Content Literacy Strategies will be used as evidence that program was monitored and effective.

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

Student assessment results and classroom grades will be monitored to ensure that tutorials are effective

Person Responsible

amy mceachran-todd

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Data on student assessments and classroom grades will be collected to ensure that tutorials were monitored and effective.

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

Student reading running records, classroom grades, FSQ and USA data will be reviewed to ensure that students are making progress.

Person Responsible

amy mceachran-todd

Schedule

Biweekly, from 9/26/2016 to 6/1/2017

Evidence of Completion

All data will be reviewed and correlated to ensure that program contributes to growth academic classes and high stakes assessments.

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

Student work and data from assessments will be reviewd to ensure that students are making progress.

Person Responsible

David Ferguson

Schedule

Biweekly, from 10/10/2016 to 6/1/2017

Evidence of Completion

Data on student formal and informal assessments will be collected to ensure that small group implementation is effective.

G1.B1.S2 Promote and develop social/emotional and academic capacity of all students. 4

S234114

Strategy Rationale

A safe and supportive environment is essential to promote student learning.

Action Step 1 5

Use AVID binder and other AVID strategies(Cornell NOtes, Philosophical Charis, WICOR, and other) school wide.

Person Responsible

Matthew Bezio

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Lesson plans, student work samples, teacher reflections on use of stragegies

Action Step 2 5

Implement new ROAR positive behavior matrix through school wide lessons on LTM days.

Person Responsible

Matthew Bezio

Schedule

Monthly, from 8/16/2016 to 1/19/2017

Evidence of Completion

School wide lesson, student work samples, photographs of activities

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

Feedback will be given to teachers who implement AVID strategies

Person Responsible

Matthew Bezio

Schedule

Every 6 Weeks, from 9/6/2016 to 5/29/2017

Evidence of Completion

Copies of written feedback or meeting notes from conferences with teachers

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

Observations of implementation throughout the day will ensure fidelity

Person Responsible

Matthew Bezio

Schedule

Monthly, from 8/16/2016 to 1/19/2017

Evidence of Completion

Feedback from teachers and students

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

Student grades, attendance, and assessment results will be monitored in order to measure effectiveness of implementation

Person Responsible

Matthew Bezio

Schedule

Quarterly, from 10/21/2016 to 6/1/2017

Evidence of Completion

Report cards, assessment results, and attendance records will be collected to demonstrate that program was monitored and effective.

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

Student discipline data will be monitored to ensure effectiveness of implementation

Person Responsible

Schedule

Evidence of Completion

Student discipline trends will be collected to demontrate that strategy was monitored and effective.

G1.B1.S3 Develop the capacity of teachers to deliver effective instruction in a safe and productive environment that is customized to the individual strengths, needs, interests, and aspirations of each learner. 4

🔑 S234115

Strategy Rationale

Effective teachers are crucial to student learning

Action Step 1 5

Writing coach will coach individual and groups of teachers with the goal of increasing their capacity to disign and deliver standards based, rigorous instruction, as well as interpret and respond to trends in data.

Person Responsible

amy mceachran-todd

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Daily coaching schedule, modeled lesson plans and debriefing notes, observation and debriefing notes, conference notes, data chat notes, meeting agendas, sign-ins and notes

Action Step 2 5

Science coach will coach individual and groups of teachers with the goal of increasing their capacity to disign and deliver standards based, rigorous instruction, as well as interpret and respond to trends in data.

Person Responsible

Alexis Glenn

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Daily coaching schedule, modeled lesson plans and debriefing notes, observation and debriefing notes, conference notes, data chat notes, meeting agendas, sign-ins and notes

Action Step 3 5

Math will coach individual and groups of teachers with the goal of increasing their capacity to disign and deliver standards based, rigorous instruction, as well as interpret and respond to trends in data.

Person Responsible

David Ferguson

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Daily coaching schedule, modeled lesson plans and debriefing notes, observation and debriefing notes, conference notes, data chat notes, meeting agendas, sign-ins and notes

Action Step 4 5

Single School Culture Coordinator will coordinate with instructional coaches to assist in building teachr capacity and interpreting and responding to trends in data; facilitate the integration of CLS activities into daily curriculum, and support the implementation of school wide strategies that support literacy and single school culture through Positive Behavior Support.

Person Responsible

Dominick Rizzatti

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Daily schedule of meetings and modleing with teachers, PLC notes, CLS lessons modeled and observed, Positive Behavior Support lessons

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

Meetings will be conducted with Writing Coach to review actions and results

Person Responsible

amy mceachran-todd

Schedule

Monthly, from 9/2/2016 to 5/29/2017

Evidence of Completion

Coaches meeting notes, documentation feedback notes, (reflection on position use)

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

Meetings will be conducted with Science Coach to review actions and results

Person Responsible

Alexis Glenn

Schedule

Monthly, from 9/2/2016 to 5/29/2017

Evidence of Completion

Coaches meeting notes, documentation feedback notes, (reflection on position use)

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

Meetings will be conducted with Math Coach to review actions and results

Person Responsible

David Ferguson

Schedule

Monthly, from 9/2/2016 to 6/1/2017

Evidence of Completion

Coaches meeting notes, documentation feedback notes, (reflection on position use)

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

Monthly meetings will be conducted with administrators and Single School Culture Coordinator

Person Responsible

Dominick Rizzatti

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Agendas, sign-ins, notes from bi-weekly meetings with administrators, documentation feedback sheet, district monitoring documents.

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

Teacher observations will be reviewed to support the effectiveness of implementation

Person Responsible

amy mceachran-todd

Schedule

Semiannually, from 12/12/2016 to 4/17/2017

Evidence of Completion

Teacher growth will used to demonstrate that strategy was monitored and effective

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

Teacher observations will be reviewed to support the effectiveness of implementation

Person Responsible

Alexis Glenn

Schedule

Semiannually, from 12/12/2016 to 4/17/2017

Evidence of Completion

Teacher growth will used to demonstrate that strategy was monitored and effective

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

Teacher observations will be reviewed to support the effectiveness of implementation

Person Responsible

David Ferguson

Schedule

Semiannually, from 12/2/2016 to 4/17/2017

Evidence of Completion

Teacher growth will used to demonstrate that strategy was monitored and effective

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

Observations of PLC meetings and teacher growth will be reviewed to support the effectiveness of implementation

Person Responsible

Dominick Rizzatti

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Progression to teacher run PLC will detemine monitoring and effectiveness of program.

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

🔑 B221872

G1.B2.S1 Align new and existing community and parent partnerships to engage all stakeholders in efforts to raise academic achievement. `4`

🔑 S234116

Strategy Rationale

Parent and community support is critical to the growth of at-risk students.

Action Step 1 `5`

Counselors will coordinate with teachers/staff to provide relevant parent trainings.

Person Responsible

Sharese Gillard

Schedule

Every 6 Weeks, from 9/19/2016 to 3/20/2017

Evidence of Completion

Invitations to parent trainings, agendas, sign-in sheets, presentation handouts, parent evaluations

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

Follow up meetings will be held after trainins to debrief strengths and growth opportunities

Person Responsible

Schedule

Every 6 Weeks, from 9/12/2016 to 3/20/2017

Evidence of Completion

Analysis of parent evaluations, debriefing notes with those conducting training

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

Parent feedback will be monitored to support the effectiveness of implementation.

Person Responsible

Schedule

Evidence of Completion

Response to suggestions from parent feedback will demonstrate that strategy was monitored and effective.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.MA1 M305380	Parent feedback will be monitored to support the effectiveness of implementation.		No Start Date	Response to suggestions from parent feedback will demonstrate that strategy was monitored and effective.	No End Date one-time
G1.B1.S2.MA4 M305369	Student discipline data will be monitored to ensure effectiveness of implementation		No Start Date	Student discipline trends will be collected to demontrate that strategy was monitored and effective.	No End Date one-time
G1.B1.S2.MA3 M305371	Observations of implementation throughout the day will ensure fidelity	Bezio, Matthew	8/16/2016	Feedback from teachers and students	1/19/2017 monthly
G1.B1.S2.A2 A300887	Implement new ROAR positive behavior matrix through school wide lessons on LTM days.	Bezio, Matthew	8/16/2016	School wide lesson, student work samples, photographs of activities	1/19/2017 monthly
G1.B2.S1.MA1 M305381	Follow up meetings will be held after trainins to debrief strengths and growth opportunities		9/12/2016	Analysis of parent evaluations, debriefing notes with those conducting training	3/20/2017 every-6-weeks
G1.B2.S1.A1 A300892	Counselors will coordinate with teachers/staff to provide relevant parent trainings.	Gillard, Sharese	9/19/2016	Invitations to parent trainings, agendas, sign-in sheets, presentation handouts, parent evaluations	3/20/2017 every-6-weeks
G1.B1.S3.MA1 M305372	Teacher observations will be reviewed to support the effectiveness of implementation	mceachran-todd, amy	12/12/2016	Teacher growth will used to demonstrate that strategy was monitored and effective	4/17/2017 semiannually
G1.B1.S3.MA5 M305373	Teacher observations will be reviewed to support the effectiveness of implementation	Glenn, Alexis	12/12/2016	Teacher growth will used to demonstrate that strategy was monitored and effective	4/17/2017 semiannually
G1.B1.S3.MA6 M305374	Teacher observations will be reviewed to support the effectiveness of implementation	Ferguson, David	12/2/2016	Teacher growth will used to demonstrate that strategy was monitored and effective	4/17/2017 semiannually
G1.B1.S1.MA4 M305351	Student work will be reviewed during meetings to ensure that students are making progress.	Glenn, Alexis	2/6/2017	Feedback on student progress will be used to demonstrate that the strategy was monitored and effective.	5/15/2017 biweekly
G1.B1.S1.MA3 M305360	Bi weekly meetings will be conducted with the Science tutor to review lesson plans and student...	Glenn, Alexis	2/6/2017	Notes from bi weekly meetings with tutor	5/15/2017 biweekly
G1.B1.S1.MA13 M305365	Monthly meetings will be held with individual tutorial program administrators	mceachran-todd, amy	9/26/2016	Agendas, notes, sign-ins from meetings with individual program tutorial administrators	5/15/2017 monthly
G1.B1.S1.A2 A300877	Science teachers will work with small groups during their planning period.	Glenn, Alexis	2/6/2017	Tutor's schedule, student groupings, and lesson plans	5/15/2017 biweekly
G1.B1.S1.A7 A300882	Students will be provided opportunities to engage in extended learning for academic support and...	mceachran-todd, amy	9/12/2016	Teacher time sheets, student sign in sheets for each day on teacher's time sheet, lesson plans for each day on teacher's time sheet	5/15/2017 weekly
G1.B1.S1.A8 A300883	Graduation coach will work with individual students and their families to support graduation...	Ferguson, David	8/15/2016	Student visit log, conference notes and individual progress plans, parent conference notes, phone log, home visit log	5/15/2017 every-3-weeks
G1.MA1 M305382	Achievement data and interim assessment data related to graduation requirements (FSA and EOC) will...	Barch, Fred	10/3/2016	Evidence of data chats and data review-meeting notes, agendas, and sign in sheets.	5/22/2017 every-6-weeks
G1.B1.S3.MA7 M305379	Monthly meetings will be conducted with administrators and Single School Culture Coordinator	Rizzatti, Dominick	8/22/2016	Agendas, sign-ins, notes from bi-weekly meetings with administrators, documentation feedback sheet, district monitoring documents.	5/22/2017 monthly
G1.B1.S1.MA10 M305354	Student process will be reviewed during monthly meetings to ensure that students are benifitting...	Beamon-Steward, Sereatha	10/17/2016	Feedback to and from teachers implementing Achieve 3000 will be	5/29/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				used as evidence that program was monitored and effective.	
G1.B1.S1.MA12 M305355	Student work will be reviewed at monthly meeting to ensure that students are experiencing success...	Rizzatti, Dominick	9/19/2016	Reactions to feedback to and from teachers implementing Content Literacy Strategies will be used as evidence that program was monitored and effective.	5/29/2017 monthly
G1.B1.S1.MA9 M305363	Monthly meetings will be conducted with Achieve 3000 teachers to review data from reporting tool...	Beamon-Steward, Sereatha	10/24/2016	Notes and action plans developed at meetings	5/29/2017 monthly
G1.B1.S1.MA11 M305364	Monthly meetings will be conducted with teachers to review use of Content Literacy Strategies	Rizzatti, Dominick	9/26/2016	Feedback to teachers regarding use of materials	5/29/2017 monthly
G1.B1.S1.A6 A300881	Fiction and nonfiction materials will be used to remediate and enrich reading skills through...	Rizzatti, Dominick	8/29/2016	Lesson plans reflecting use of materials	5/29/2017 weekly
G1.B1.S2.MA1 M305370	Feedback will be given to teachers who implement AVID strategies	Bezio, Matthew	9/6/2016	Copies of written feedback or meeting notes from conferences with teachers	5/29/2017 every-6-weeks
G1.B1.S3.MA1 M305376	Meetings will be conducted with Writing Coach to review actions and results	mceachran-todd, amy	9/2/2016	Coaches meeting notes, documentation feedback notes, (reflection on position use)	5/29/2017 monthly
G1.B1.S3.MA3 M305377	Meetings will be conducted with Science Coach to review actions and results	Glenn, Alexis	9/2/2016	Coaches meeting notes, documentation feedback notes, (reflection on position use)	5/29/2017 monthly
G1.B1.S1.MA1 M305350	Attendance records will be reviewed to ensure that students are receiving the intervention....	mceachran-todd, amy	9/12/2016	Notes on response to attendance issues and review of Running Reading Records will be used to demonstrate that the strategy was monitored and effective.	6/1/2017 monthly
G1.B1.S1.MA6 M305352	Data will be reviewed during monthly meetings to ensure that students are making progress.	Ferguson, David	9/12/2016	Copies of reports will be collected to demonstrate that implementation was monitored and effective.	6/1/2017 monthly
G1.B1.S1.MA16 M305357	Student reading running records, classroom grades, FSQ and USA data will be reviewed to ensure that...	mceachran-todd, amy	9/26/2016	All data will be reviewed and correlated to ensure that program contributes to growth academic classes and high stakes assessments.	6/1/2017 biweekly
G1.B1.S1.MA18 M305358	Student work and data from assessments will be reviewd to ensure that students are making progress.	Ferguson, David	10/10/2016	Data on student formal and informal assessments will be collected to ensure that small group implementation is effective.	6/1/2017 biweekly
G1.B1.S1.MA1 M305359	Meetings will be conducted with LLI tutors and teachers at least once each month.	mceachran-todd, amy	9/12/2016	Notes, agenda, sign in sheets from monthly check point meetings with tutor and teachers	6/1/2017 monthly
G1.B1.S1.MA5 M305361	Monthly meetings will be conducted with Math teachers to review data from Kahn Academy and Math...	Ferguson, David	9/12/2016	Notes, agenda, sign in sheets from monthly meetings with teachers	6/1/2017 monthly
G1.B1.S1.MA7 M305362	Monthly meetings will be conducted to review lesson plans and ensure that all students have access...	Glenn, Alexis	9/12/2016	Agenda, notes, sign-in from monthly meetings with teachers	6/1/2017 monthly
G1.B1.S1.MA15 M305366	Monthly meetings will be held with the Academic Success Tutor to monitor progress of students and...	mceachran-todd, amy	9/26/2016	Notes, agenda, sign-ins from bi-weekly check point meetings with tutor	6/1/2017 monthly
G1.B1.S1.MA17 M305367	Monthly meetings will be held with math teacher to monitor progress of students and ensure fidelity...	Ferguson, David	10/10/2016	Note, agendas, sign-ins from bi-weekly meetings with tutor.	6/1/2017 monthly
G1.B1.S1.A1 A300876	Implement Leveled Literacy Intervention for students reading below grade level.	mceachran-todd, amy	8/29/2016	Schedule, Running Reading Records, Attendance Records	6/1/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3 🔍 A300878	Kahn Academy and Math Nation will be used to to strengthen students' math skills	Ferguson, David	8/22/2016	Feedback from reporting tools in Kahn Academy and Math Nation	6/1/2017 daily
G1.B1.S1.A4 🔍 A300879	Students will be provided hands on learning experiences in a STEM lab.	Glenn, Alexis	8/22/2016	Lab schedule, lesson plans	6/1/2017 weekly
G1.B1.S1.A5 🔍 A300880	Implement Achieve 3000 in sheltered ELL classrooms for Reading and English and k5learning online...	Beamon-Steward, Sereatha	9/26/2016	Observations, attendance records, reporting tool within Achieve 3000 and k5learning	6/1/2017 daily
G1.B1.S1.A9 🔍 A300884	Academic Success Tutor will work with small groups of at-risk students utilizing the Leveled...	mceachran-todd, amy	9/26/2016	Schedule, attendance records, lesson plans, record of ongoing reading running records.	6/1/2017 daily
G1.B1.S1.A10 🔍 A300885	Math Teacher will work with small groups of at-risk students to support their skills for success on...	Ferguson, David	9/26/2016	Schedule, attendance records, lesson plans	6/1/2017 daily
G1.B1.S2.MA1 🔍 M305368	Student grades, attendance, and assessment results will be monitored in order to measure...	Bezio, Matthew	10/21/2016	Report cards, assessment results, and attendance records will be collected to demonstrate that program was monitored and effective.	6/1/2017 quarterly
G1.B1.S2.A1 🔍 A300886	Use AVID binder and other AVID strategies(Cornell NOtes, Philosophical Charis, WICOR, and other)...	Bezio, Matthew	8/15/2016	Lesson plans, student work samples, teacher reflections on use of stragegies	6/1/2017 daily
G1.B1.S3.MA4 🔍 M305378	Meetings will be conducted with Math Coach to review actions and results	Ferguson, David	9/2/2016	Coaches meeting notes, documentation feedback notes, (reflection on position use)	6/1/2017 monthly
G1.B1.S3.A1 🔍 A300888	Writing coach will coach individual and groups of teachers with the goal of increasing their...	mceachran-todd, amy	8/15/2016	Daily coaching schedule, modeled lesson plans and debriefing notes, observation and debriefing notes, conference notes, data chat notes, meeting agendas, sign-ins and notes	6/1/2017 daily
G1.B1.S3.A2 🔍 A300889	Science coach will coach individual and groups of teachers with the goal of increasing their...	Glenn, Alexis	8/15/2016	Daily coaching schedule, modeled lesson plans and debriefing notes, observation and debriefing notes, conference notes, data chat notes, meeting agendas, sign-ins and notes	6/1/2017 daily
G1.B1.S3.A3 🔍 A300890	Math will coach individual and groups of teachers with the goal of increasing their capacity to...	Ferguson, David	8/15/2016	Daily coaching schedule, modeled lesson plans and debriefing notes, observation and debriefing notes, conference notes, data chat notes, meeting agendas, sign-ins and notes	6/1/2017 daily
G1.B1.S3.A4 🔍 A300891	Single School Culture Coordinator will coordinate with instructional coaches to assist in building...	Rizzatti, Dominick	8/15/2016	Daily schedule of meetings and modleing with teachers, PLC notes, CLS lessons modeled and observed, Positive Behavior Support lessons	6/1/2017 daily
G1.B1.S1.MA8 🔍 M305353	Student progress will be reviewed during monthly meetings to ensure that students benefitting from...	Ferguson, David	8/29/2016	Feedback and adjustments to schedule will be used to demonstrate that the strategy was monitored and effective.	6/2/2017 monthly
G1.B1.S1.MA14 🔍 M305356	Student assessment results and classroom grades will be monitored to ensure that tutorials are...	mceachran-todd, amy	8/29/2016	Data on student assessments and classroom grades will be collected to ensure that tutorials were monitored and effective.	6/2/2017 monthly
G1.B1.S3.MA8 🔍 M305375	Observations of PLC meetings and teacher growth will be reviewed to support the effectiveness of...	Rizzatti, Dominick	8/29/2016	Progression to teacher run PLC will detemine monitoring and effectiveness of program.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we ensure effective and relevant instruction to meet the needs of all students, then the graduation rate will increase.

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

G1.B1.S1 Provide instructional programming in a safe and productive learning environment that is customized to the individual strengths, needs, interests, and apsirations of each learner.

PD Opportunity 1

Implement Leveled Literacy Intervention for students reading below grade level.

Facilitator

Linda Golightly, Distric Professional Developer

Participants

Ernest Anderson, MacKenzie Shiau, Gabrielle Blatt, Nicole Shim, Virginia Kavanagh, Iraida Loehrig, Sara Jean Baptiste

Schedule

Daily, from 8/29/2016 to 6/1/2017

G1.B1.S3 Develop the capacity of teachers to deliver effective instruction in a safe and productive environment that is customized to the individual strengths, needs, interests, and aspirations of each learner.

PD Opportunity 1

Writing coach will coach individual and groups of teachers with the goal of increasing their capacity to disign and deliver standards based, rigorous instruction, as well as interpret and respond to trends in data.

Facilitator

Ernest Anderson, Coach

Participants

Reading and English Teachers

Schedule

Daily, from 8/15/2016 to 6/1/2017

PD Opportunity 2

Science coach will coach individual and groups of teachers with the goal of increasing their capacity to disign and deliver standards based, rigorous instruction, as well as interpret and respond to trends in data.

Facilitator

Suzanne Williamson, Coach

Participants

Science Teachers

Schedule

Daily, from 8/15/2016 to 6/1/2017

PD Opportunity 3

Math will coach individual and groups of teachers with the goal of increasing their capacity to disign and deliver standards based, rigorous instruction, as well as interpret and respond to trends in data.

Facilitator

TBA

Participants

Math Teachers

Schedule

Daily, from 8/15/2016 to 6/1/2017

PD Opportunity 4

Single School Culture Coordinator will coordinate with instructional coaches to assist in building teachr capacity and interpreting and responding to trends in data; facilitate the integration of CLS activities into daily curriculum, and support the implementation of school wide strategies that support literacy and single school culture through Positive Behavior Support.

Facilitator

Matthew Bezio, SSCC

Participants

Reading, English, Science, Social Studies, and Math Teachers

Schedule

Daily, from 8/15/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implement Leveled Literacy Intervention for students reading below grade level.				$19,516.25
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	2361 - Boynton Beach Community High	Title I, Part A		$3,319.31
			Notes: Stipends to attend Reading Running Record and LLI Training			
	5100	510-Supplies	2361 - Boynton Beach Community High	Title I, Part A		$1,073.47
			Notes: Supplies for LLI- chart paper, chart markers, paper, ink, post-its, sentence stems, response boards, binders, composition books, take home books			
	5100	510-Supplies	2361 - Boynton Beach Community High	Title I, Part A		$9,433.22
			Notes: LLI Kits and Shipping			
	5100	100-Salaries	2361 - Boynton Beach Community High	Title I, Part A		$5,690.25
			Notes: Extra period supplement for teacher to work with small groups using LLI			
2	G1.B1.S1.A10	Math Teacher will work with small groups of at-risk students to support their skills for success on EOC.				$27,247.61
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2361 - Boynton Beach Community High	Title I, Part A	0.5	$27,247.61
			Notes: Salary and benefits for math resource teacher.			
3	G1.B1.S1.A2	Science teachers will work with small groups during their planning period.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	2361 - Boynton Beach Community High	Title I, Part A		$3,000.00
			Notes: Interim extra period pay for teachers to work with small groups bi-weekly during their planning period			
4	G1.B1.S1.A3	Kahn Academy and Math Nation will be used to to strengthen students' math skills				$0.00
5	G1.B1.S1.A4	Students will be provided hands on learning experiences in a STEM lab.				$0.00
6	G1.B1.S1.A5	Implement Achieve 3000 in sheltered ELL classrooms for Reading and English and k5learning online program for ELL students in need of intense intervention.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	5100	360-Rentals	2361 - Boynton Beach Community High	Title I, Part A		$600.00
			Notes: subscription to online learning program			
7	**G1.B1.S1.A6**	**Fiction and nonfiction materials will be used to remediate and enrich reading skills through Content Literacy Strategies while providing content specific information**				**$2,600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2361 - Boynton Beach Community High	Title I, Part A		$2,600.00
			Notes: Upfront Magazine, Action Magazine, Science World, Time, novel sets, classroom libraries, paper and ink to copy passages, markers, sticky notes, highlighters.			
8	**G1.B1.S1.A7**	**Students will be provided opportunities to engage in extended learning for academic support and credit recovery.**				**$60,468.01**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	2361 - Boynton Beach Community High	Title I, Part A		$45,369.88
			Notes: Salary and benefits for HQ tutors			
	5100	510-Supplies	2361 - Boynton Beach Community High	Title I, Part A		$1,500.00
			Notes: Tutorial supplies- paper, ink, chart paper, binders, nobebook paper, markers, ACT/SAT consumable books, pencils, pens, colored pencidls, calculators, spiral notebooks.			
	7800	790-Miscellaneous Expenses	2361 - Boynton Beach Community High	Title I, Part A		$12,798.13
			Notes: Compound bus services			
	7800	100-Salaries	2361 - Boynton Beach Community High	Title I, Part A		$800.00
			Notes: Salary and benefits for summer bus driver			
9	**G1.B1.S1.A8**	**Graduation coach will work with individual students and their families to support graduation readiness through developing and monitoring individual plans for at-risk students.**				**$43,932.99**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	160-Other Support Personnel	2361 - Boynton Beach Community High	Title I, Part A	1.0	$43,932.99
			Notes: Salary and benefits for graduation coach			
10	**G1.B1.S1.A9**	**Academic Success Tutor will work with small groups of at-risk students utilizing the Leveled Literacy Intervention(LLI) program.**				**$33,151.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	160-Other Support Personnel	2361 - Boynton Beach Community High		1.0	$33,151.00
			Notes: Salary and benefits for Academic Success Tutor			

11	G1.B1.S2.A1	Use AVID binder and other AVID strategies(Cornell NOtes, Philosophical Charis, WICOR, and other) school wide.				$0.00
12	G1.B1.S2.A2	Implement new ROAR positive behavior matrix through school wide lessons on LTM days.				$0.00
13	G1.B1.S3.A1	Writing coach will coach individual and groups of teachers with the goal of increasing their capacity to disign and deliver standards based, rigorous instruction, as well as interpret and respond to trends in data.				$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2361 - Boynton Beach Community High	Title I, Part A	0.5	$36,577.28
			Notes: Salary and benefits for .5 writing coach			
14	G1.B1.S3.A2	Science coach will coach individual and groups of teachers with the goal of increasing their capacity to disign and deliver standards based, rigorous instruction, as well as interpret and respond to trends in data.				$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2361 - Boynton Beach Community High	Title I, Part A	0.5	$36,577.28
			Notes: Salary and benefits for .5 Science coach			
15	G1.B1.S3.A3	Math will coach individual and groups of teachers with the goal of increasing their capacity to disign and deliver standards based, rigorous instruction, as well as interpret and respond to trends in data.				$6,531.54
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2361 - Boynton Beach Community High	Title I, Part A	0.5	$6,531.54
			Notes: Salary and benefits for .5 Math coach			
16	G1.B1.S3.A4	Single School Culture Coordinator will coordinate with instructional coaches to assist in building teachr capacity and interpreting and responding to trends in data; facilitate the integration of CLS activities into daily curriculum, and support the implementation of school wide strategies that support literacy and single school culture through Positive Behavior Support.				$84,149.04
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2361 - Boynton Beach Community High	Title I, Part A	1.0	$84,149.04
			Notes: Salary and benefits for Single School Culture Coordinator			
17	G1.B2.S1.A1	Counselors will coordinate with teachers/staff to provide relevant parent trainings.				$6,784.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	2361 - Boynton Beach Community High	Title I, Part A		$1,264.50

			Notes: Salary and benefits for teachers and counselors to deliver training			
	6150	510-Supplies	2361 - Boynton Beach Community High	Title I, Part A		$5,520.05
			Notes: Parent training and outreach supplies-paper, chart paper, sticky notes, index cards, markers, pens, brochures, folders			
					Total:	**$361,135.55**