



## Palm Beach Gardens High School

4245 HOLLY DR, Palm Beach Gardens, FL 33410

<https://pbgh.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	71%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

### School Grades History

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Palm Beach Gardens High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

Our Mission:

The School District of Palm Beach and Palm Beach Gardens High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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

Our Vision:

The School District of Palm Beach and Palm Beach Gardens High School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### 2. School Environment

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

PBGHS welcomes diversity, and our student body is made up of students from 56 countries and speakers of 26 different languages. Our faculty and staff focus on creating an atmosphere that rules without relationship is not conducive to a superior learning environment. Our LTM's include professional development to build capacity in building positive teacher/student relationships, as well as teacher/parent relationships.

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 African Americans and Africans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans

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

PBGHS builds a safe learning environment by adhering to the SWPBS guidelines. Our universal guidelines for success make up the acronym GATOR:

- \* GREAT Students
- \* Always keep a positive behavior
- \* Take responsibility
- \* On time
- \* Respect yourself and others

PBGHS has a clearly defined dress code, tardy, and attendance policy. All students are made aware of these policies in written form through our student handbook (provided in English, Spanish, and Creole), as well as verbally by Principal Clawson at our class assemblies held during the first week of school.

Through the school year, the faculty is presented with data that measures our strengths and weaknesses in providing a safe and respectful campus for all our students.

**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.**

- PBGHS has a behavioral matrix in place for:
  - o Tardies
  - o Attendance
  - o Dress Code
  - o Classroom Behavior
- Classroom teachers follow Progressive Discipline steps in regards to student behavior
- Differentiated instruction takes place in the classroom to meet the needs of all students
- The SBLT reviews discipline data at monthly meetings to evaluate if expectations are being met

**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.**

The Guidance Department of Palm Beach Gardens High School provides a plethora of services to enhance the social and emotional well-being of our students. We are equipped with a school-based DATA counselor who addresses a variety of issues from grief counseling and coping skills to stress management and bullying. We utilize referral agencies such as CINS/FINS (children and families in need of services) as well as other local agencies to provide services stemming from mental illness to homelessness. In addition, the counselors attend professional development workshops to keep abreast of the latest strategies and resources that assist in providing enhanced care for our students during individual counseling sessions.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.**

Early Warning System PBGHS:

- Attendance below 90 percent, regardless of whether the absence is excused, or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English I
- Course failure in Algebra I and/or EOC
- A Level 1 score on the statewide, standardized assessments in Reading
- A Level 1 score on the statewide, standardized assessments in Algebra EOC

**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	58	51	56	31	196
One or more suspensions	0	0	0	0	0	0	0	0	0	95	83	45	48	271
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	279	230	246	156	911
Level 1 on statewide assessment	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	148	74	67	40	329

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

- Students scoring a Level 1 and /or in the Lowest 25% on the ELA FSA will be placed in an Intensive Reading class
- Students scoring a Level 2 on the ELA FSA will be placed in an Intensive Reading class or with a reading endorsed teacher
- Students that fall behind on earned credits will be placed in an Edgenuity class during the regular day or afterschool
- Students not passing the Algebra EOC will attend a Algebra summer session and retake the EOC and/or afterschool tutoring and take the PERT
- Afterschool tutoring will be available up to 3 days a week in the media center for all core areas

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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**

Historically PBGHS has struggled with parent involvement, so this year the SBLT decided on another approach to get our parent involved. This year Gardens will have a series of six Coffee Talks aimed at parents of students of specific grade levels and academic needs.

At the time of the submission of this plan Gardens had already had their first Coffee Talk with thirty-

five parents in attendance. This session was based on parents of seniors and included training Financial Aid and ACT, SAT, and Passing FCAT. We were very happy with the attendance and the feedback from parents, and hope our numbers increase though out the year. PBGHS will continue to have a Financial Aid seminar for our parents. We will purchase three laptops with our 2014 Title I dollars. We have found that the laptops are very useful during our parent training's and parent conferences to give our parents hands-on training in everything from on-line registration for free/reduced lunch to college applications to ACT/SAT/FCAT prep materials.

**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.**

PBGHS has monthly business advisory board meetings, attends local chamber events, and we have business partners that enhance course curriculum by serving as guest speakers, supervising job shadowing experiences, and providing internships.

**C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Clawson, Larry	Principal
Brown, Charron	Assistant Principal
Chamberlin, Michael	Assistant Principal
Mcadoo, Jerry	Assistant Principal
Coleman, Leonard	Other
Francois-Nicholas, Rachelle	School Counselor
Harrell, Ricardo	Other
Locke, Randal	Other
DAILY, MICHELE	Other
Johnson, Robin	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.**

SBLT - the whole team monitors data in regards to academics and behavior  
 Administrators - work with teachers and students directly to build capacity  
 Guidance, Coaches, Coordinators - work under the direction of administration and directly with students in regards to improving all areas of academics (test results, GPA, credit status, etc.)  
 Resource - Provide professional development at LTMs for faculty in regards to SIP and areas of school wide focus.

**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.**

Referrals are derived through assistant principals, guidance counselors who have already documented academic and/or behavior interventions with the identified students. Processed referrals are placed on the RtI/SBT members. Meetings occur weekly, with members of each leadership team attending. The problem solving process occurs for each student. An intervention is determined and a plan is then put in place. Referred students are routinely progress monitored and reviewed by RtI/SBT for improvement of their academic performance and behavior. The problem solving process continues when the intervention is deemed as unsuccessful.

PBGHS 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 modify our Action Plans during LTMs and SBLT meetings.. We instill an appreciation for multicultural diversity through student campaigns, structured lessons, and implementation of SwPBS programs.

#### Title I, Part A

For SY17 PBGHS has been given \$246,650., which is a decrease of \$91,106. These funds will be used to employ a Graduation Coach, 1.0 math teacher, and 1.0 science teacher. Title I funds are also used to pay for after school tutorials, classroom supplies, professional development supplies, materials for parental involvement training, supplies, April for Authors YA contract, and for postage for parent mailings.

#### Title I, Part D

The Guidance Department conducts classroom visits.

#### Title II

Professional development opportunities are provided by Title II funds. We also receive funds for AVID support, Advanced Placement training and support, and IB/AICE/AP professional development opportunities.

#### Violence Prevention Programs

PBGHS will implement a Single School Culture approach and promote appreciation of multicultural diversity through planned activities.

#### Nutrition Program

PBGHS provides more nutritious meals and food choices for our students and staff in our cafeteria.

#### Adult Education

PBGCHS Adult Education program provides a variety of programs designed to meet the needs of the community including, GED Preparation, Credit Recovery, ELL courses, and high quality facilities for lease.

#### Job Training

PBGHS offers job training through our OJT program, and special activities with our exceptional student education program, and internships through our Magnet programs.

#### Other

Required Instruction Listed in 1003.42(2) F. S., as applicable to appropriate grade levels.

## 2. School Advisory Council (SAC)

**a. Membership**

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

Name	Stakeholder Group
Larry Clawson	Principal
Michele Daily	Teacher
Liz Woody	Parent
Peggy Hall	Business/Community
Wendy Arbit	Parent
Lashaun Brown	Parent
Kim Castro	Parent
Chris Ciotti	Parent
Gail Ciotti	Parent
Carol DeGraffenreidt-Willis	Parent
Lachandra Dukes	Parent
Sheila Grant	Business/Community
Rose Lawless	Parent
Debra LeFlore	Parent
Susan MacFarquhar	Parent
Cheryl Moore	Parent
David Morgan	Parent
Dana Morgan	Parent
Sonia Quesada	Parent
Tammy Emerson	Parent
Erin Emerson	Student
Tanoy Williams	Parent
Lynn Welton	Parent
Lauren Corwin	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 first SAC meeting of the SY17 will be Monday, September 12, 2016. SAC will continue to meet the 2nd Monday of each month through the school year. In SY16 Mr. Clawson shared school grade, testing, and discipline data throughout the school year. SAC reviews and approves the SIP at the 1st meeting of the school year. SAC works on the premise that the SIP is a living and breathing document and updates and changes will be made during the school year as deemed necessary. As plans were made for the SY17 SIP, SAC reviewed data provided by Title I on our Family Involvement Survey. SAC also gives input on our PIP and Compact. It was agreed by all that the focus would be increasing the school's graduation rate by putting programs in place with funds provided by Title I, and support from SAC as well.

*b. Development of this school improvement plan*

- PBGHS SAC meets the second Monday of each month
- Each month the principal shares academic and discipline data
- SAC members share input on areas that need improvement
- SAC members review draft of SIP
- SAC members vote and approve SIP

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

The principal presents the annual budget to the SAC, and identifies allocation decisions based on needs.

The SAC adds input to the school's annual budget and plan. The SAC discusses and votes on any proposals made to the SAC to spend SIP funds. SAC funds will be used with cautious consideration to meet the the needs stated in the SIP.

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

PBGHS SY16 SAC approved to use SIP funds for the purpose of paying the registration fees for ACT/SAT for Seniors needing to pass the READING requirement for graduation.

The amount allocated:

\$2, 922.00

**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
Clawson, Larry	Principal
Locke, Randal	Administrative Support
DAILY, MICHELE	Instructional Coach

**b. Duties**

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

Every year PBGHS makes it a focus to increase the number of students reading at the proficient level as deemed by the state on the ELA FSA, ACT, or SAT.

The media center led by Deb Svec and FBLA, led by Tammy Skinner have teamed together to open Gatorbucks during our 5th period lunch time on Friday. Along with providing FBLA students an opportunity to run a "business," the coffee shop located in the Media Center will provide an opportunity to "sell" all the excellent media available for our students. Not only does the media center provide the latest and greatest in Young Adult literature, but also I-touches, Nooks, Green Screen for filming etc.

For the past six years PBGHS has been the host for April for Authors, and this is true for SY17 as well.

April for Author is a county wide event that hosts various authors of books from the elementary level to the high school level. This year there will be 20-30 authors at the event.

This spring Palm Beach Gardens High School will be privileged to host two renowned Young Adult (YA) Authors,

## D. Public and Collaborative Teaching

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

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

In SY 17 PBGHS has been able to add PLC (Professional Learning Communities) to our master schedule. Our tested areas in the subjects of English, reading , math, and science now have a common planning period. Once a week for at least sixty minutes teachers meet and collaborate in their subject areas. This time is invaluable in helping both the new and veteran teacher share best practices with their peers in their subject area.

PBGHS utilizes Learning Team Meeting (LTM) to build positive working relationships between teachers. LTMs include a time to collaborate as a whole faculty, often analyzing data that will drive instruction as a school as a whole.

LTMs also include breakout sessions that can include interdisciplinary or a single discipline groups. During the breakout session teachers will collaborate, plan, and discuss best teaching practices.

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

Our Assistant Principals head our retention and recruitment, and our mentoring program.

We actively pursue students from the local colleges to intern and to do their student teaching at PBGHS. Gardens has gained many of our current staff members that first did their educational internships with us.

Before the school year even starts PBGHS provides learning opportunities not only for our new teachers, but new teachers to Gardens. We also provide a pre-start of the year luncheon for our new teachers. Providing our newbies with time to prepare classrooms, and take care of other school logistics related to computers, equipment, keys, etc.

It is the primary focus of all our administrators to provide not only provide a safe environment for our students academically, but also for our teachers to thrive professionally. Most teachers leave the profession within the first two years of teaching. Our success in retaining and developing highly qualified teachers is the time and professional development we provide our new teachers.

It is with great pride that under the leadership of Mr. Larry Clawson, Principal, and his current administration Gardens maintains a high retention rate. of teachers. The teachers we have lost have either moved out of the area, changed careers, or took a position closer to their home. At PBGHS we are proud that we have 18 teachers that are on staff that graduated from PBGHS and have come back to Gardens to teach. We also have an administrator that is a PBGHS grad. We like to say, "Once a Gator, always a Gator!"

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

Our Assistant Principal Charron Brown (a Gardens Grad) heads our mentoring program, as well as the Educational Support Program (ESP).

The new teacher is paired with a veteran teacher/department head that is an expert and innovative in their subject area, and monitors all new teachers through through ESP.

Mentors meet the new teachers regularly after department meetings and LTMs to give assistance with information that was provided during meetings. Mentors are especially helpful with data that was provided in regards to student achievement. Mentors are, of course, as are all faculty members available on a daily basis to assist new teachers with the basic "how-to" and "who-you-see" in regards to everyday functions in a large high school.

## 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 School District of Palm Beach County provides Blender and classroom materials that are aligned to Florida's standards.

Blender provide core areas of study with a scope and sequence aligned to the Florida Standards.

PBGHS ensures our core programs and materials are aligned to Florida Standards by engaging in PLCs during our LTM breakout sessions. This time creates ongoing opportunities for teachers to interact with the Florida Standards. and also provides time to collaborate, plan, and discuss curriculum that will promote a higher DOK to the students.

#### 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 SDPBC provides FSQs, USAs, and Winter Diagnostics in the DOE tested core areas. Using EDW and Unify/Performance Matters the data is analyzed and used to drive differentiated instruction in the classroom.

An example of supplemented instruction would be a Level 1 ELA FSA student being placed in Intensive Reading class. One of the ways the student would receive differentiated instruction would be using Reading Plus.

##### **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:** After School Program

**Minutes added to school year:** 3,840

PBGHS provides after school tutoring in all core subject areas two to three days a week. The tutoring is available in subjects including AP and Edgenuity. Additional AP test practice sessions are available to our AP students on Saturdays in the spring.

### **Strategy Rationale**

Early warning indicators show that students failing classes in core areas will lead to students not graduating with a standard diploma in four years. Providing tutoring so students do not fall behind in core area subjects.

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

- Core Academic Instruction

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

Locke, Randal , randal.locke@palmbeachschools.org

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

The SBLT collected data through EDW, Terms, and Grade Quick regarding students grades in core classes, as well as data in regards to FSA, EOCs, AP, and AICE results and saw the need to help students improve in these areas. Success on student's report card, and graduation data show the effectiveness of providing after school tutoring.

## **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.**

The Guidance Department ensures that incoming and outgoing cohorts of students have an opportunity to meet with a counselor to explore academic and social needs to facilitate a seamless transition. The department collaborates with the feeder middle schools to hold presentations discussing academic expectations and well as extracurricular activities at the high school level. Academic data reports are reviewed to evaluate the student's needs and to ensure that appropriate programs are implemented for student success.

### **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.**

The Guidance Department of Palm Beach Gardens High School implements a registration session during the spring to converse with each student about their individualized academic and career plans. The Certified School Counselors advise each student about course selections required for graduation and also explain the relevance of each course to the major or career the student desires to pursue. Subsequently students are provided with opportunities to meet with their counselors to explore careers through various technological mediums such as FL Choices and FL Virtual Campus. In addition information is disseminated to parents and students through parental workshops and

classroom guidance presentations throughout the year.

PBGHS also has these strategies in place:

\* The promotion of increased student participation and performance in Advanced Placement® (AP) coursework

\* The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for postsecondary success

\*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)

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

Palm Beach Gardens High School offers a myriad of courses that utilize curriculum that is relevant to practical life experiences. The lessons and level of instruction incorporate activities that address skills and experiences which employers seek in the work place. Across interdisciplinary departments students work in cooperative learning groups to foster and encourage collegiality and partnerships. Students participate in job shadowing programs and also develop projects that reinforce classroom instruction thus, making them key stakeholders of their education while enhancing their personal experiences.

PBGHS provide the following opportunities for students:

? TV/Radio Technology & Communication

? Business, Management & Administration

? Finance

? Health Science

? Hospitality & Tourism

? Information Technology

? Marketing, Sales & Service

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

PBGHS 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.***

PBGHS

\*Adding a strategies class

\*School based team review and provide assistance to specific students as needed

\* Afterschool/Saturday tutoring for AP/AICE for students

\* Counselors conduct classroom guidance and individual counseling sessions with students

\* Coffee Talks and other Parent Training Meetings held to explain their role in assisting students with being ready for college

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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 deliver effective and relevant instruction to meet the needs of all students then we will increase the graduation rate.
  
- G2.** If we increase opportunities for Parent Involvement then we will increase student achievement and enrichment.

## 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 deliver effective and relevant instruction to meet the needs of all students then we will increase the graduation rate. 1a

G083664

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	88.0

**Targeted Barriers to Achieving the Goal** 3

- High number of students not meeting proficiency on the FSA ELA (ACT, and /or SAT), ALG EOC; large number of students not having the required credits in all subject areas to graduate.
- The number of students not having a 2.0 GPA.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Graduation Coach
- 1 Math Teacher
- 1 Science Teacher
- Supplies
- Printers
- HQ Tutors

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

Admin team will monitor all strategies and action steps to determine positive student growth towards the school's academic target/goal.

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

Graduation - SBLT, guidance and the Graduation Coach will monitor students not meeting 2.0 GPA graduation requirement (reflection or meeting notes). PBGHS has graduation rate of 82% in SY15 , official graduation rates for SY16 have not been released, but PBGHS is predicting 86% , and with SIP action plan put in place for SY17 the graduation goal is 88% Review - Year 1 students' quarterly grades, Year 2 students' diagnostic data & USAs Tutorial Program - Review data reports, student list of the failure report and student sign in sheets for tutoring.

**G2.** If we increase opportunities for Parent Involvement then we will increase student achievement and enrichment. 1a

G083665

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	40.0

**Targeted Barriers to Achieving the Goal** 3

- Low number of parents engaged with school (events and support at home)

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Purchase materials needed for Parent Training's ( example - Woodburn Press)
- YA author
- Coffee and other breakfast snacks for the parents

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

Admin team will monitor all strategies and actions steps to determine positive growth toward the school's academic target/goal.

**Person Responsible**

MICHELE DAILY

**Schedule**

Every 2 Months, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Student progress data (attendance, report cards, assessments, etc), numbers of parents that participated in Coffee Talks (parent involvement) increased from last year's parent involvement activities.

## 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 deliver effective and relevant instruction to meet the needs of all students then we will increase the graduation rate. **1**

 G083664

**G1.B1** High number of students not meeting proficiency on the FSA ELA (ACT, and /or SAT), ALG EOC; large number of students not having the required credits in all subject areas to graduate. **2**

 B222058

**G1.B1.S1** Provide focused monitoring of and facilitated support for students who are not on track to graduate. **4**

 S234325

### Strategy Rationale

Along with guidance and SBLT, the Graduation Coach will monitor students that have not met the required READING and/or ALG/EOC score for graduation.

### Action Step 1 **5**

The Graduation Coach will serve as part of the SBLT, and provide data regarding individual students (as well as Class of 2017 as a whole) progress towards meeting Reading, Algebra EOC, and online requirement towards graduation.

#### Person Responsible

MICHELE DAILY

#### Schedule

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

#### Evidence of Completion

Schedule/log, sample work product, report of student progress towards graduation

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

Admin team will monitor implementation of Graduation Coach to meet individual needs of students (groups, and pull outs regarding meeting the READING and ALG EOC/PERT graduation requirement. Admin will monitor how Graduation Coach and guidance are working together for at risk students to meet graduation requirements (Reading, Alg EOC, and online requirements).

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

Schedule/log, Admin meeting agendas and notes, meeting presentations, meeting lists with notes of student progress. Admin feedback to Graduation Coach and guidance,

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

Admin team (guidance, and Graduation Coach) will review data and make adjustments to implementation as needed. Meet at least monthly on the progress of all Seniors. As senior students meet their Reading requirement (Retake, ACT or SAT), meet ALG EOC (Retake or PERT) the number of students on the Intensive List will lessen.

**Person Responsible**

Larry Clawson

**Schedule**

Monthly, from 8/15/2016 to 8/1/2017

**Evidence of Completion**

Lists used in the Senior List meeting will reflect students off the Intensive list moved to Monitoring GPA and Credits only list. Reflection notes on progress and develop an action plan to make adjustments to implementation as needed.

**G1.B1.S2** Develop a system of supports for reading in math and science courses that will allow students additional time to build skills needed to demonstrate proficiency on EOCs and FSA. 4

S234326

### Strategy Rationale

Students require additional support to master skills required to earn credit for or pass state assessments.

### Action Step 1 5

Engage students in learning by enhancing classroom resources.

#### Person Responsible

Larry Clawson

#### Schedule

Weekly, from 8/15/2016 to 3/31/2017

#### Evidence of Completion

Purchase orders will reflect materials provided to classrooms.

### Action Step 2 5

Additional science teacher will allow school to offer a scaffolded two course approach to biology.

#### Person Responsible

Charron Brown

#### Schedule

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

#### Evidence of Completion

Mainframe printout of class schedule and class load and copy of PBGHS Science masterboard, sample lesson plans, work products.

**Action Step 3** 5

Additional math teacher will allow school to offer a scaffolded, two course approach to Algebra 1.

**Person Responsible**

Michael Chamberlin

**Schedule**

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

**Evidence of Completion**

Mainframe printout of class schedule and class load and copy of PBGHS Math masterboard, sample lesson plans, work products.

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

Leadership will review and discuss student placement and to ensure intended purpose of positions and material is served.

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

Admin meeting agenda, sign-ins, and notes reflecting conversation around review of master schedule, course loads, student placement, and class size and student progress.

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

Admin team will monitor implementation of additional science teacher to scaffolded two course approach to biology, and additional math teacher to offer a scaffolded, two course approach to Algebra 1.

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

Admin meeting agenda, sign-ins, and notes reflecting conversation around science and math courses. Feedback to employee, Reflection on implementation notes.

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

Admin will review Year 1 students' quarterly grades, Year 2 students' diagnostic data & USAs

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

Review student assessment reports, admin meeting agendas, notes, sign-ins from meetings at which data is discussed & sample data

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

Admin team will review data and make adjustments as needed. Monitor implementation of additional science teacher to scaffolded two course approach to biology, and additional math teacher to offer a scaffolded, two course approach to Algebra 1.

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

Review student assessment data, admin meeting agenda, sign-ins, and notes reflecting conversation around science and math courses. Feedback to employee, Reflection on implementation notes, and develop an action plan as needed.

**G1.B2** The number of students not having a 2.0 GPA. 2

B222059

**G1.B2.S1** Provide tutoring afterschool in all subject areas 4

S234327

**Strategy Rationale**

High number of students not earning 2.0 GPA needed for graduation

**Action Step 1** 5

SBLT, guidance, and Graduation Coach will monitor students progress reports and report cards to track students 2.0 GPA graduation requirement.

**Person Responsible**

MICHELE DAILY

**Schedule**

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

**Evidence of Completion**

Lists of students not meeting to 2.0 GPA requirement.

**Action Step 2** 5

Provide after school tutoring in core subject areas. Teachers and students will sign in and teachers will provide lesson plans.

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

Title I tutoring sign in sheets of teachers and students. Teacher Lesson Plans.

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

Admin team will monitor the number of students attending after school tutoring in each subject area.

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

Student and teacher sign in sheets for afterschool tutoring, Admin meeting notes, reflection log

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

Admin team will review data and make adjustments as needed. (Collection of student and teacher afterschool sign in sheets. Correlate that data to the failure report and adjust tutoring teachers as needed).

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

Review data reports, student list of the failure report and student sign in sheets for tutoring, and develop and action plan as evidence of adjustments of implementation as needed.

**G2.** If we increase opportunities for Parent Involvement then we will increase student achievement and enrichment. 1

G083665

**G2.B1** Low number of parents engaged with school (events and support at home) 2

B222061

**G2.B1.S1** Offer a variety of morning grade level focus workshops for our parents, as well as evening trainings. 4

S234329

### Strategy Rationale

If parents are actively engaged and support student learning at home, student achievement will increase.

### Action Step 1 5

Provide parent trainings to build the capacity of parents to support their child's learning.

#### Person Responsible

MICHELE DAILY

#### Schedule

Every 2 Months, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Agenda, sign in attendance sheets, evaluations, PowerPoint trainings, sample activity, evidence of interaction.

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

Admin team will monitor the fidelity of parent trainings and provide feedback as needed. Title I Contact will work with Guidance in the planning and implementation of the Parent Training - Coffee Talks.

#### Person Responsible

MICHELE DAILY

#### Schedule

Every 2 Months, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Agendas and Sign in sheets, evaluations, analysis and reflection of parent evaluations to determine impact of training, numbers of parents that participated in Coffee Talks (parent involvement) increased from last year's parent involvement activities.

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

Admin team will review feedback on parent trainings to monitor effectiveness and make adjustments as needed.

**Person Responsible**

MICHELE DAILY

**Schedule**

Every 2 Months, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Admin meeting notes, reflection on parent trainings, develop an action plan to show adjustments to implementation as needed.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S2.A1 A301328	Engage students in learning by enhancing classroom resources.	Clawson, Larry	8/15/2016	Purchase orders will reflect materials provided to classrooms.	3/31/2017 weekly
G1.MA1 M305901	Admin team will monitor all strategies and action steps to determine positive student growth...	Clawson, Larry	8/15/2016	Graduation - SBLT, guidance and the Graduation Coach will monitor students not meeting 2.0 GPA graduation requirement (reflection or meeting notes). PBGHS has graduation rate of 82% in SY15 , official graduation rates for SY16 have not been released, but PBGHS is predicting 86% , and with SIP action plan put in place for SY17 the graduation goal is 88% Review - Year 1 students' quarterly grades, Year 2 students' diagnostic data & USAs Tutorial Program - Review data reports, student list of the failure report and student sign in sheets for tutoring.	6/1/2017 quarterly
G2.MA1 M305904	Admin team will monitor all strategies and actions steps to determine positive growth toward the...	DAILY, MICHELE	8/15/2016	Student progress data (attendance, report cards, assessments, etc), numbers of parents that participated in Coffee Talks (parent involvement) increased from last year's parent involvement activities.	6/1/2017 every-2-months
G1.B1.S1.MA1 M305892	Admin team will monitor implementation of Graduation Coach to meet individual needs of students...	Clawson, Larry	8/15/2016	Schedule/log, Admin meeting agendas and notes, meeting presentations, meeting lists with notes of student progress. Admin feedback to Graduation Coach and guidance,	6/1/2017 monthly
G1.B1.S1.A1 A301327	The Graduation Coach will serve as part of the SBLT, and provide data regarding individual students...	DAILY, MICHELE	8/15/2016	Schedule/log, sample work product, report of student progress towards graduation	6/1/2017 daily
G1.B2.S1.MA1 M305897	Admin team will review data and make adjustments as needed. (Collection of student and teacher...	Clawson, Larry	8/15/2016	Review data reports, student list of the failure report and student sign in sheets for tutoring, and develop and action plan as evidence of adjustments of implementation as needed.	6/1/2017 quarterly
G1.B2.S1.MA1 M305898	Admin team will monitor the number of students attending after school tutoring in each subject...	Clawson, Larry	8/15/2016	Student and teacher sign in sheets for afterschool tutoring, Admin meeting notes, reflection log	6/1/2017 quarterly
G1.B2.S1.A1 A301331	SBLT, guidance, and Graduation Coach will monitor students progress reports and report cards to...	DAILY, MICHELE	8/15/2016	Lists of students not meeting to 2.0 GPA requirement.	6/1/2017 quarterly
G1.B2.S1.A2 A301332	Provide after school tutoring in core subject areas. Teachers and students will sign in and...	Clawson, Larry	8/15/2016	Title I tutoring sign in sheets of teachers and students. Teacher Lesson Plans.	6/1/2017 monthly
G2.B1.S1.MA1 M305902	Admin team will review feedback on parent trainings to monitor effectiveness and make adjustments...	DAILY, MICHELE	8/15/2016	Admin meeting notes, reflection on parent trainings, develop an action plan to show adjustments to implementation as needed.	6/1/2017 every-2-months
G2.B1.S1.MA1 M305903	Admin team will monitor the fidelity of parent trainings and provide feedback as needed. Title I...	DAILY, MICHELE	8/15/2016	Agendas and Sign in sheets, evaluations, analysis and reflection of parent evaluations to determine impact of training, numbers of parents that participated in Coffee Talks (parent involvement) increased from last year's parent involvement activities.	6/1/2017 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 A301334	Provide parent trainings to build the capacity of parents to support their child's learning.	DAILY, MICHELE	8/15/2016	Agenda, sign in attendance sheets, evaluations, PowerPoint trainings, sample activity, evidence of interaction.	6/1/2017 every-2-months
G1.B1.S2.MA1 M305893	Admin will review Year 1 students' quarterly grades, Year 2 students' diagnostic data & USAs	Clawson, Larry	8/15/2016	Review student assessment reports, admin meeting agendas, notes, sign-ins from meetings at which data is discussed & sample data	6/1/2017 quarterly
G1.B1.S2.MA4 M305894	Admin team will review data and make adjustments as needed. Monitor implementation of additional...	Clawson, Larry	8/15/2016	Review student assessment data, admin meeting agenda, sign-ins, and notes reflecting conversation around science and math courses. Feedback to employee, Reflection on implementation notes, and develop an action plan as needed.	6/1/2017 quarterly
G1.B1.S2.MA1 M305895	Leadership will review and discuss student placement and to ensure intended purpose of positions...	Clawson, Larry	8/15/2016	Admin meeting agenda, sign-ins, and notes reflecting conversation around review of master schedule, course loads, student placement, and class size and student progress.	6/1/2017 monthly
G1.B1.S2.MA3 M305896	Admin team will monitor implementation of additional science teacher to scaffolded two course...	Clawson, Larry	8/15/2016	Admin meeting agenda, sign-ins, and notes reflecting conversation around science and math courses. Feedback to employee, Reflection on implementation notes.	6/1/2017 monthly
G1.B1.S2.A2 A301329	Additional science teacher will allow school to offer a scaffolded two course approach to biology.	Brown, Charron	8/15/2016	Mainframe printout of class schedule and class load and copy of PBGHS Science masterboard, sample lesson plans, work products.	6/1/2017 daily
G1.B1.S2.A3 A301330	Additional math teacher will allow school to offer a scaffolded, two course approach to Algebra 1.	Chamberlin, Michael	8/15/2016	Mainframe printout of class schedule and class load and copy of PBGHS Math masterboard, sample lesson plans, work products.	6/1/2017 daily
G1.B1.S1.MA1 M305891	Admin team (guidance, and Graduation Coach) will review data and make adjustments to implementation...	Clawson, Larry	8/15/2016	Lists used in the Senior List meeting will reflect students off the Intensive list moved to Monitoring GPA and Credits only list. Reflection notes on progress and develop an action plan to make adjustments to implementation as needed.	8/1/2017 monthly

## V. Professional Development Opportunities

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

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

**G1.B2** The number of students not having a 2.0 GPA.

**G1.B2.S1** Provide tutoring afterschool in all subject areas

### **PD Opportunity 1**

SBLT, guidance, and Graduation Coach will monitor students progress reports and report cards to track students 2.0 GPA graduation requirement.

#### **Facilitator**

Graduation Coach will provide data and learning strategies to assist the faculty in building student capacity.

#### **Participants**

Faculty

#### **Schedule**

Quarterly, 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

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>The Graduation Coach will serve as part of the SBLT, and provide data regarding individual students (as well as Class of 2017 as a whole) progress towards meeting Reading, Algebra EOC, and online requirement towards graduation.</b>				<b>\$66,342.45</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1371 - Palm Beach Gardens High School	Title I, Part A	1.0	\$66,342.45
			<i>Notes: 1.0 Graduation Coach- Michele Daily -Salary and Benefits</i>			
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Engage students in learning by enhancing classroom resources.</b>				<b>\$14,690.51</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1371 - Palm Beach Gardens High School	Title I, Part A		\$14,690.51
			<i>Notes: Printers and classroom / tutoring supplies - paper, color paper, toner, ink, pencils, pens, markers, poster paper, calculators, pencil sharpeners, staplers and staples, post - its, reading prep books and novels, &amp; tutorial ACT/SAT prep materials</i>			
<b>3</b>	<b>G1.B1.S2.A2</b>	<b>Additional science teacher will allow school to offer a scaffolded two course approach to biology.</b>				<b>\$67,000.79</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1371 - Palm Beach Gardens High School	Title I, Part A	1.0	\$66,342.45
			<i>Notes: 1.0 Science Teacher - Liz Rivera - Salary &amp; Benefits</i>			
	5100	750-Other Personal Services	1371 - Palm Beach Gardens High School	Title I, Part A		\$658.34
			<i>Notes: Sub for Science Teacher - Liz Rivera</i>			
<b>4</b>	<b>G1.B1.S2.A3</b>	<b>Additional math teacher will allow school to offer a scaffolded, two course approach to Algebra 1.</b>				<b>\$67,000.79</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1371 - Palm Beach Gardens High School	Title I, Part A	1.0	\$66,342.45
			<i>Notes: 1.0 Math Teacher - P. Skowronek - Salary &amp; Benefits</i>			
	5100	750-Other Personal Services	1371 - Palm Beach Gardens High School	Title I, Part A		\$658.34
			<i>Notes: Sub for Math Teacher - P. Skowronek</i>			
<b>5</b>	<b>G1.B2.S1.A1</b>	<b>SBLT, guidance, and Graduation Coach will monitor students progress reports and report cards to track students 2.0 GPA graduation requirement.</b>				<b>\$0.00</b>

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<b>6</b>	<b>G1.B2.S1.A2</b>	<b>Provide after school tutoring in core subject areas. Teachers and students will sign in and teachers will provide lesson plans.</b>				<b>\$23,499.47</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1371 - Palm Beach Gardens High School	Title I, Part A		\$23,499.47
			<i>Notes: After school tutoring for students in all subject areas to maintain and earn a minimum 2.0 GPA required for graduation. As well as provide after school tutoring in reading and math for the ALG/EOC, PERT, ACT, SAT, and/or FCAT/FSA to meet the proficiency requirement for graduation.</i>			
<b>7</b>	<b>G2.B1.S1.A1</b>	<b>Provide parent trainings to build the capacity of parents to support their child's learning.</b>				<b>\$8,568.15</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	310-Professional and Technical Services	1371 - Palm Beach Gardens High School			\$1,500.00
			<i>Notes: Young Authors consultants for parent trainings - reading</i>			
	6150	510-Supplies	1371 - Palm Beach Gardens High School	Title I, Part A		\$3,116.00
			<i>Notes: Parent Training - Woodburn Press materials regarding college, ink, pens, - supplies</i>			
	6150	370-Communications	1371 - Palm Beach Gardens High School	Title I, Part A		\$2,002.15
			<i>Notes: Postage</i>			
	6150	643-Capitalized Hardware and Technology-Related Infrastructure	1371 - Palm Beach Gardens High School	Title I, Part A		\$1,950.00
			<i>Notes: Laptop for parent trainings</i>			
					<b>Total:</b>	<b>\$247,102.16</b>