

The School District of Palm Beach County

# Pahokee Middle Senior High



2016-17 Schoolwide Improvement Plan

## Pahokee Middle Senior High

900 LARRIMORE RD, Pahokee, FL 33476

<https://pmsm.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)
High School 6-12	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

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

*\*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 Pahokee Middle Senior High

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.

Pahokee Middle High School is an International Baccalaureate World School committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff fostering the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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

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

#### 2. School Environment

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

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

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

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

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

•Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;

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

- History of Holocaust

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

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

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

**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.**

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

**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.**

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

### **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.**

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students



and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

**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	4	3	4	1	1	4	0	17	
One or more suspensions	0	0	0	0	0	0	42	48	30	9	12	13	5	159	
Course failure in ELA or Math	0	0	0	0	0	0	38	30	44	68	52	63	15	310	
Level 1 on statewide assessment	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	25	23	22	7	8	9	1	95

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

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

Summer Readiness Program (Reading, Science, Math & Technology)

Instructional Paraprofessional pull-outs

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314093>.



## 2. Description

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

### 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.

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

## 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
Aronson, Michael	Principal
Dennard, Dwayne	Principal
Cooper-Dunbar, Leslie	Assistant Principal
Johnson, Tara	Administrative Support
San, Perdy	Other
Slydell, Camella	Assistant Principal
Peeples, Janet	Assistant Principal
Baich, Kathy	Administrative Support
Howard, Keturah	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.

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

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

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

The Middle Schools Leadership team consists of the Guidance Counselor, ESE Coordinator, and School Administration. Members use Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), FSA (Florida State Assessment) and SRI to meet with subject area team leaders to identify, analyze and address specific subject area needs. The Leadership team seeks to build the collective capacity of collaborative teams of by:

- \*Assisting the administrative team in decision making governing the school's mission and vision statement (shared decision making)
- \*Maintain, support and monitor with a focus on learning and continuous improvement
- \*Facilitates, supports and monitors the work of the collaborative teams
- \*Serves as the steward of the school's mission, vision, and core values
- \*Monitor school climate, student achievement data that is consistent with school's stated goals
- \*Identifies gaps in achievement performance, assessment/standards alignment to develop action plans to address those areas through instruction.

**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.**

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

#### SwPBS-ANTIBULLYING- MULTICULTURAL AWARENESS:

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

#### RTI:

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

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

#### AVID:

Services are provided to ensure students requiring additional remediation are assisted through after-school and Saturday tutorials or summer school. The school purchases coaches, a consultant and a learning team facilitator to assist with professional development and instructional support, as well as,

professional development in IB, AVID and READ 180. Materials are provided to teachers and students with the purpose of enhancing student learning gains and increasing literacy throughout the school and in the community. Title I Funds are also used to encourage and increase parental involvement in the school and academic school functions.

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

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

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

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

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

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

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

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

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

We have the following business partners:

Buffalo Wild Wings  
Pahokee Rotary Club  
Florida Crystal

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

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

## **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 2017 School Improvement Plan will be presented to SAC members in the September meeting.

#### **b. Development of this school improvement plan**

The school site team constructs the SIP based current and past data and the needs of the students and share the plan with the SAC for approval. If any changes need to be made, the school's administration presents the changes to the SAC in the next scheduled meeting. The 2015-2016 SIP was reviewed by the SAC and after recommendations the 2016-2017 SIP was developed. The 2016-2017 SIP plan will be approved by SAC in September.

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

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

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

The school allocated funds for the following:

IB World Conference \$5000

Model School conference \$4000

Instructional Coach(MS) \$35945.40

Instructional Coach(HS) \$35945.40

Professional Development \$3294.40

Math Resource Teacher (MS) \$42945.40

Math Resource Teacher (HS) \$35945.40

iReady Software \$15165

Study Island \$3925  
STRIDE Academy \$2500  
Flocabulary \$1200  
Afterschool Tutorial \$24998.12  
Out of systems tutor \$32403.95  
Common Sense Parent Trainings \$1500  
Parent Trainings \$2100

**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.*

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

**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
Aronson, Michael	Principal
Johnson, Tara	Other
San, Perdy	Other
Dennard, Dwayne	Assistant Principal
Bryant, Shaneka	Instructional Coach
Cooper-Dunbar, Leslie	Administrative Support
Soto-Granville, Sonia	Other
Howard, Keturah	Assistant Principal

**b. Duties**

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

The Middle School has two major initiatives this school year. First, all students will participate in the independent/recreational reading initiative of STARS [Students Tenaciously Achieving Reading Success]. Second, all students will read and write across the curriculum infusing AVID strategies.

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

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

Pahokee Middle High School will meet monthly to access progress towards accomplishing identified

goals. The LLT will promote and support literacy through coaching, modeling and by providing resources for instructional staff and students. Through ongoing professional development, PMHS Literacy Leadership Team (LLT) will work diligently to ensure that the following components are central to teaching and learning:

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

## **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.**

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

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

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

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

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

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

## **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.**

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

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

Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

-Utilized a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

-scheduled an uninterrupted 90 minute reading block (ms)

-scheduled high level 2 students with CLS trained teacher (ms)

-scheduled all 10th and 11th grade students with CLS trained teacher (hs)

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

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

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

•Holding PLC's on a continuous schedule to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).

•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.

•Creating a schedule with an uninterrupted 90 minute reading block (MS only)

-non-proficient students scheduled with a 60 minute reading period (hs)

-Category 3 (FAIR) students scheduled with a 60 minute reading period and a 60 minute AVID period



(hs)

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

**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:** 26,520

Middle School students meet for 1 hour after school Monday -Thursday. They are grouped based on data from SRI, Fair and Performance Matters assessments to ensure that we provide all students opportunities to meet proficient and advanced levels of achievement.

High School students meet from 3 until 4 Monday - Thursday. Tutoring will be provided in all tests subjects including EOCs, FSA, SAT and ACT. (December - April)

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Howard, Keturah, keturah.howard@palmbeachschools.org

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

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

**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 professional learning communities and Common Planning that meet both informally and formally on a regular schedule. Collaboration occurs within grade levels, across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning and promotion such as

the 6.5/7.5/8.5 compass credit recovery, Summer Academy for incoming 6th grade students. The fore mentioned programs allows teachers and students to develop and become acclimated with upcoming learning opportunities at the secondary level.

## **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.**

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

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

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

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

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

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

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

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

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

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

### **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.**

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

## 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

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we establish and maintain strong, positive school-home collaboration, then student academic achievement will improve (MS/HS).
- G2.** If we implement Standards-Based Instruction to meet the needs of all students, then we will foster post graduate success while maintaining the high school graduation rate (HS).
- G3.** If we implement effective and relevant instruction to meet the needs of all students, then we will ensure High School Readiness (MS).

## 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 establish and maintain strong, positive school-home collaboration, then student academic achievement will improve (MS/HS). 1a

G083690

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	70.0

**Targeted Barriers to Achieving the Goal** 3

- Limited parent participation in school activities due to inflexible work schedules, single parent homes, and other limited resources available to parents.

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

- +Parentlink • SUN advertising • Teacher and parent relationships

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

Results of Diagnostic and PBPA assessment will be analyzed to determine impact of parent trainings and impact of parental support in math and ELA.

**Person Responsible**

Dwayne Dennard

**Schedule**

Triannually, from 1/18/2017 to 6/3/2017

**Evidence of Completion**

Diagnostic math and ELA results

**G2.** If we implement Standards-Based Instruction to meet the needs of all students, then we will foster post graduate success while maintaining the high school graduation rate (HS). 1a

G083691

### Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	79.0
4-Year Grad Rate (Standard Diploma)	95.0
FSA ELA Achievement	39.0
Algebra I EOC Pass Rate	67.0
Geometry EOC Pass Rate	42.0
U.S. History EOC Pass	64.0
Bio I EOC Level 4	20.0

### Targeted Barriers to Achieving the Goal 3

- Students lack foundational literacy skills and there is a limited understanding of integrating scaffolding strategies throughout the lesson.

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

- 
- Title I
- AVID Site Team
- Summer Institutes
- Learning Science International
- Funding
- Professional Development Opportunities

### Plan to Monitor Progress Toward G2. 8

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3.** If we implement effective and relevant instruction to meet the needs of all students, then we will ensure High School Readiness (MS). 1a

G083692

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	64.0
FCAT 2.0 Science Proficiency	67.0
Civics EOC Pass	75.0
Algebra I EOC Pass Rate	100.0
FSA ELA Achievement	36.0
FSA Mathematics Achievement	40.0
FCAT 2.0 Science Proficiency	45.0
Civics EOC Pass	60.0
Algebra I EOC Pass Rate	94.0

**Targeted Barriers to Achieving the Goal** 3

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

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

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

**Plan to Monitor Progress Toward G3.** 8

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

**Person Responsible**

Dwayne Dennard

**Schedule**

Biweekly, from 8/22/2016 to 6/3/2017

**Evidence of Completion**

\*Collect completed student Cornell notes \*observation checklist \*Rigor Walks observation forms  
\*feedback forms \*SRI scores \*FSA/USA/NGSS and other common assessment data



## 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 establish and maintain strong, positive school-home collaboration, then student academic achievement will improve (MS/HS). **1**

 G083690

**G1.B1** Limited parent participation in school activities due to inflexible work schedules, single parent homes, and other limited resources available to parents. **2**

 B222158

**G1.B1.S1** (MS) Align new and existing community and parent partnerships. **4**

 S234447

### Strategy Rationale

If we provide parents with strategies needed to support new and existing academic initiatives, then we will increase high school readiness of all students.

### Action Step 1 **5**

(MS) Parent training will provide strategies to support math and ELA at home.

#### Person Responsible

Tara Johnson

#### Schedule

Monthly, from 9/1/2016 to 6/3/2017

#### Evidence of Completion

sign in sheets, evaluations, flyers, agenda

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

Parent surveys will be evaluated/reviewed monthly.

**Person Responsible**

Keturah Howard

**Schedule**

Monthly, from 10/31/2016 to 6/3/2017

***Evidence of Completion***

attendance sheets, evaluations, agendas

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

Results of surveys/evaluations will be analyzed to determine adaptations for additional training.

**Person Responsible**

Camella Slydell


**Schedule**

Quarterly, from 1/18/2017 to 6/3/2017

***Evidence of Completion***

parent evaluations

**G1.B1.S2** (HS) Align new and existing community and parent partnerships. 4

 S234448

**Strategy Rationale**

If we align new and existing community and parent partnerships, then we will increase external involvement and resources that impact student achievement.

**Action Step 1** 5

(HS) Provide parents with strategies needed to support SwPBS, academics, graduation requirements, and post-secondary success.

**Person Responsible**

Janet Peeples

**Schedule**

Every 6 Weeks, from 9/13/2016 to 6/2/2017

***Evidence of Completion***

Agendas, sign-ins, call-outs, flyers, parental evaluations/surveys

**Action Step 2** 5

(HS) Establish onsite parent resource room.

**Person Responsible**

Janet Peeples

**Schedule**

***Evidence of Completion***

Sign-in sheet

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

Parental evaluations, surveys, and attendance will be analyzed.

**Person Responsible**

Leslie Cooper-Dunbar

**Schedule**

Every 6 Weeks, from 9/13/2016 to 6/2/2017

***Evidence of Completion***

Plan of action, next steps, and/or adaptations created based on analysis of parent feedback.

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.** If we implement Standards-Based Instruction to meet the needs of all students, then we will foster post graduate success while maintaining the high school graduation rate (HS). 1

G083691

**G2.B1** Students lack foundational literacy skills and there is a limited understanding of integrating scaffolding strategies throughout the lesson. 2

B222159

**G2.B1.S1** Establish a culture of school-wide literacy and differentiation of instruction by providing differentiated professional learning opportunities aligned to teachers' needs as they relate to standards, literacy strategies, and scaffolding strategies to improve the academic success for all students. 4

S234449

### Strategy Rationale

If we provide faculty and staff with professional learning opportunities that align to their needs and their capacity, then the ability to scaffold lessons will improve and students' literacy skills and achievement in all content areas will increase.

### Action Step 1 5

(HS) Identify students who are non-satisfactory in reading by grade level and provide support as needed (double-block reading, tutoring, mentoring, etc).

#### Person Responsible

Kathy Baich

#### Schedule

Weekly, from 7/18/2016 to 6/2/2017

#### Evidence of Completion

Formative assessment data, students' schedules, tutorial sign-in sheets, intervention documentation

### Action Step 2 5

(HS) Develop school-wide literacy plan.

#### Person Responsible

Janet Peebles

#### Schedule

On 8/8/2016

#### Evidence of Completion

Documentation of plan and implementation, formative assessment data, student samples

### Action Step 3 5

(HS) Develop and present classroom walk-through expectations and schedule.

**Person Responsible**

Leslie Cooper-Dunbar

**Schedule**

Weekly, from 8/4/2016 to 6/2/2017

***Evidence of Completion***

Walk-through expectations and schedule, faculty meeting agendas

### Action Step 4 5

(HS) Conduct classroom walk-throughs and provide teachers with descriptive feedback.

**Person Responsible**

Michael Aronson

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Walk-through documentation (formal and informal)

### Action Step 5 5

(HS) Conduct weekly professional learning communities to analyze walk-through and student assessment data, unpack standards, share best practices, evaluate resources.

**Person Responsible**

Kathy Baich

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Student samples, learning goal scales, formative assessment data, agendas, use of resources

### Action Step 6 5

(HS) Graduation coach will meet with students to review academic and career opportunities, provide resources for college and career readiness, and counsel students as needed.

**Person Responsible**

Janet Peeples

**Schedule**

Daily, from 8/9/2016 to 6/2/2017

***Evidence of Completion***

Student portfolios, meeting notes, schedule of student meetings

### Action Step 7 5

(HS) Out of system tutor will provide small group support for students.

**Person Responsible**

Leslie Cooper-Dunbar

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Schedule, student roster, activity log

### Action Step 8 5

(HS) Conduct literacy, mathematics, science, and social studies tutorials after-school.

**Person Responsible**

Janet Peeples

**Schedule**

On 4/14/2017

***Evidence of Completion***

Tutorial lesson plans, tutorial sign in sheets



**Action Step 9** 5

(HS) Promote and utilize SwPBS matrix in all settings.

**Person Responsible**

Janet Peeples

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

PRIDE Cards, walkthrough data, staff surveys, use of interventions and Form 2464

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

Performance and growth of students who are non-satisfactory in literacy will be reviewed.

**Person Responsible**

Leslie Cooper-Dunbar

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Reading Plus reports, common assessment data, documented data chats

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

Student samples from the school-wide literacy plan will be reviewed for all content areas during PLCs.

**Person Responsible**

Kathy Baich

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

***Evidence of Completion***

Evidence of PD provided based on student samples and teacher implementation.

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

Daily walkthroughs and weekly PLCs.

**Person Responsible**

Leslie Cooper-Dunbar

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Evidence of PD provided based on walkthrough data.

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

Debrief and review evidence of graduation coach and out of system tutor.

**Person Responsible**

Michael Aronson

**Schedule**

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

***Evidence of Completion***

Agendas, meeting notes, next steps

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

Review and analysis of tutorial attendance and effectiveness with tutors and teachers.

**Person Responsible**

Leslie Cooper-Dunbar

**Schedule**

Biweekly, from 9/30/2016 to 6/2/2017

***Evidence of Completion***

Agendas, meeting notes, next steps

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3.** If we implement effective and relevant instruction to meet the needs of all students, then we will ensure High School Readiness (MS). 1

G083692

**G3.B1** Teachers have limited training and understanding of integrating scaffolding strategies throughout the lesson including planning for the complexity level of the standards and asking higher order questions due to little time to collaboratively plan for rigorous instruction to cultivate a single school culture. 2

B222160

**G3.B1.S1** The leadership team will increase their professional knowledge and provide teachers with job-embedded Professional Development. 4

S234450

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Dwayne Dennard

#### Schedule

On 7/26/2017

#### Evidence of Completion

TDEs, Agenda, Travel Documentation

### Action Step 2 5

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

#### Person Responsible

Camella Slydell

#### Schedule

Annually, from 11/1/2016 to 6/3/2017

#### Evidence of Completion

Agendas, TDEs

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

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

**Person Responsible**

Dwayne Dennard

**Schedule**

Quarterly, from 8/1/2016 to 6/30/2017

***Evidence of Completion***

TDE's, Training handouts/agenda, debrief notes

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Leadership team will collect and analyze data.

**Person Responsible**

Tara Johnson

**Schedule**

Monthly, from 9/14/2016 to 6/3/2017

***Evidence of Completion***

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

**G3.B1.S2** Leadership Team will provide teachers guidance and support in all content areas in understanding the Standards and planning and delivering standards based instruction. 4

S234451

### Strategy Rationale

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

### Action Step 1 5

(MS) Leadership team and teachers will attend district trainings and professional conferences.

#### Person Responsible

Dwayne Dennard

#### Schedule

Semiannually, from 8/15/2016 to 6/30/2017

#### Evidence of Completion

Conference/Training agendas, TDE's, travel expenses

### Action Step 2 5

(MS) Teachers will meet weekly to collaborate to share best practices/strategies, unpack standards, develop performance scales and analyze data.

#### Person Responsible

Tara Johnson

#### Schedule

Weekly, from 8/24/2016 to 5/27/2017

#### Evidence of Completion

Sign In Sheets, Agenda, Lesson Plans, classroom walk through, assessment data

### Action Step 3 5

(MS) Leadership team will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during weekly team meetings.

#### **Person Responsible**

Tara Johnson

#### **Schedule**

Biweekly, from 8/24/2016 to 5/27/2017

#### ***Evidence of Completion***

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

### Action Step 4 5

(MS) Teachers will be provided release time during the day to work collaboratively in weekly team meetings and common planning to engage in vertical collaboration with elementary and high school.

#### **Person Responsible**

Tara Johnson

#### **Schedule**

Monthly, from 10/20/2016 to 5/29/2017

#### ***Evidence of Completion***

Agendas, Sign In Sheets, Lesson Plans

### Action Step 5 5

Intensive Reading teacher will supplement instruction to struggling readers by using appropriate interventions to increase student proficiency. The teacher will develop and implement lesson plans to provide diversified reading strategies and activities, specifically designed for targeted students using the Marzano Model of instruction.

#### **Person Responsible**

Tara Johnson

#### **Schedule**

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

#### ***Evidence of Completion***

lesson plans, schedule, student roster

### Action Step 6 5

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

**Person Responsible**

Tara Johnson

**Schedule**

Daily, from 8/31/2016 to 6/1/2017

**Evidence of Completion**

student enrollment, lesson plans

### Action Step 7 5

Intensive Math teacher will supplement instruction to struggling students by using appropriate interventions to increase student proficiency. The teacher will develop and implement lesson plans to provide diversified math strategies and activities, specifically designed for targeted students using the Marzano Model of instruction.

**Person Responsible**

Tara Johnson

**Schedule**

Weekly, from 8/15/2016 to 6/3/2017

**Evidence of Completion**

lesson plans

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

(MS) Classroom walkthroughs, leadership team meetings to review weekly team meeting agendas, support plans and common planning foci

**Person Responsible**

Camella Slydell

**Schedule**

Monthly, from 9/14/2016 to 6/3/2017

**Evidence of Completion**

walkthrough notes and common planning agendas



**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

(MS) Leadership will review on-line software student data usage reports and conduct data chats with teachers regarding usage and placement of students.

**Person Responsible**

Camella Slydell

**Schedule**

Monthly, from 11/30/2016 to 6/3/2017

***Evidence of Completion***

student usage reports, common planning agendas

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

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

**Person Responsible**

Dwayne Dennard

**Schedule**

Biweekly, from 10/5/2016 to 6/2/2017

***Evidence of Completion***

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

**G3.B1.S3** Provide administrators and teachers with ongoing professional development through the LSI initiative on the essentials for achieving rigor. 4

 S234452

### Strategy Rationale

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

### Action Step 1 5

(MS) Teachers will be provided opportunities to observe their peers in the effective continuation of LSI Marzano Instructional Framework implementation.

#### Person Responsible

Camella Slydell

#### Schedule

Monthly, from 10/31/2016 to 6/2/2017

#### Evidence of Completion

List of teachers & scheduled for peer observations

### Action Step 2 5

LSI Coaching for implementation Job Embedded PD days will be provided to administration and staff.

#### Person Responsible

Camella Slydell

#### Schedule

Quarterly, from 10/8/2016 to 6/3/2017

#### Evidence of Completion

Sign in, PD Resources, Classroom Observation Schedule

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

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

**Person Responsible**

Camella Slydell

**Schedule**

Weekly, from 10/1/2016 to 6/3/2017

***Evidence of Completion***

Weekly lesson plans, learning goal scales and classroom observations

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

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

**Person Responsible**

Tara Johnson


**Schedule**

Every 3 Weeks, from 10/1/2016 to 6/3/2017

***Evidence of Completion***

FSQ, NGSQ and USA data results

**G3.B2** Students are missing foundational skills in reading and math **2**

 B222161

**G3.B2.S1** In-school, after-school and Saturday tutorial for reading, math and science will be provided for targeted students. **4**

 S234453

**Strategy Rationale**

To increase students' foundational skills and/or concepts

**Action Step 1** **5**

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

**Person Responsible**

Tara Johnson

**Schedule**

Weekly, from 9/30/2016 to 6/3/2017

**Evidence of Completion**

student sign-in sheets and teacher time sheets

**Action Step 2** **5**

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

**Person Responsible**

Tara Johnson

**Schedule**

Daily, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

schedule, student roster

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

(MS) Lesson plans will be reviewed and collected.

**Person Responsible**

Keturah Howard

**Schedule**

Biweekly, from 9/21/2016 to 6/3/2017

***Evidence of Completion***

Mini-assessments and student sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

(MS) Teachers will administer pre/post test.

**Person Responsible**

Camella Slydell




















**Schedule**

Monthly, from 9/25/2016 to 6/3/2017

***Evidence of Completion***

Pre/post test data will be reviewed









## 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>					
G2.MA1  M306227	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1  M306221	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1  M306218	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.A2  A301594	(HS) Establish onsite parent resource room.	Peeples, Janet	10/31/2016	Sign-in sheet	No End Date one-time
G2.B1.S1.A2  A301596	(HS) Develop school-wide literacy plan.	Peeples, Janet	7/5/2016	Documentation of plan and implementation, formative assessment data, student samples	8/8/2016 one-time
G2.B1.S1.A8  A301602	(HS) Conduct literacy, mathematics, science, and social studies tutorials after-school.	Peeples, Janet	9/6/2016	Tutorial lesson plans, tutorial sign in sheets	4/14/2017 one-time
G3.B1.S2.A2  A301607	(MS) Teachers will meet weekly to collaborate to share best practices/ strategies, unpack standards,...	Johnson, Tara	8/24/2016	Sign In Sheets, Agenda, Lesson Plans, classroom walk through, assessment data	5/27/2017 weekly
G3.B1.S2.A3  A301608	(MS) Leadership team will support teachers in planning rigorous lessons during collaborative...	Johnson, Tara	8/24/2016	Sign In Sheets, Agendas, Lesson Plans, iObersvation, LSI Walk Notes	5/27/2017 biweekly
G3.B1.S2.A4  A301609	(MS) Teachers will be provided release time during the day to work collaboratively in weekly team...	Johnson, Tara	10/20/2016	Agendas, Sign In Sheets, Lesson Plans	5/29/2017 monthly
G3.B2.S1.A2  A301616	(MS) Out of systems tutor will provide individualized support for computer-based programs.	Johnson, Tara	9/1/2016	schedule, student roster	5/31/2017 daily
G3.B1.S2.A5  A301610	Intensive Reading teacher will supplement instruction to struggling readers by using appropriate...	Johnson, Tara	8/15/2016	lesson plans, schedule, student roster	6/1/2017 daily
G3.B1.S2.A6  A301611	(MS) Online programs and additional resources will supplement classroom instruction and extended...	Johnson, Tara	8/31/2016	student enrollment, lesson plans	6/1/2017 daily
G2.B1.S1.MA1  M306222	Performance and growth of students who are non-satisfactory in literacy will be reviewed.	Cooper-Dunbar, Leslie	8/22/2016	Reading Plus reports, common assessment data, documented data chats	6/2/2017 weekly
G2.B1.S1.MA2  M306223	Student samples from the school-wide literacy plan will be reviewed for all content areas during...	Baich, Kathy	9/6/2016	Evidence of PD provided based on student samples and teacher implementation.	6/2/2017 weekly
G2.B1.S1.MA3  M306224	Daily walkthroughs and weekly PLCs.	Cooper-Dunbar, Leslie	8/22/2016	Evidence of PD provided based on walkthrough data.	6/2/2017 daily
G2.B1.S1.MA4  M306225	Debrief and review evidence of graduation coach and out of system tutor.	Aronson, Michael	8/29/2016	Agendas, meeting notes, next steps	6/2/2017 monthly
G2.B1.S1.MA5  M306226	Review and analysis of tutorial attendance and effectiveness with tutors and teachers.	Cooper-Dunbar, Leslie	9/30/2016	Agendas, meeting notes, next steps	6/2/2017 biweekly
G2.B1.S1.A1  A301595	(HS) Identify students who are non-satisfactory in reading by grade level and provide support as...	Baich, Kathy	7/18/2016	Formative assessment data, students' schedules, tutorial sign-in sheets, intervention documentation	6/2/2017 weekly
G2.B1.S1.A3  A301597	(HS) Develop and present classroom walk-through expectations and schedule.	Cooper-Dunbar, Leslie	8/4/2016	Walk-through expectations and schedule, faculty meeting agendas	6/2/2017 weekly

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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.A4 A301598	(HS) Conduct classroom walk-throughs and provide teachers with descriptive feedback.	Aronson, Michael	8/22/2016	Walk-through documentation (formal and informal)	6/2/2017 daily
G2.B1.S1.A5 A301599	(HS) Conduct weekly professional learning communities to analyze walk-through and student...	Baich, Kathy	8/22/2016	Student samples, learning goal scales, formative assessment data, agendas, use of resources	6/2/2017 weekly
G2.B1.S1.A6 A301600	(HS) Graduation coach will meet with students to review academic and career opportunities, provide...	Peeples, Janet	8/9/2016	Student portfolios, meeting notes, schedule of student meetings	6/2/2017 daily
G2.B1.S1.A7 A301601	(HS) Out of system tutor will provide small group support for students.	Cooper-Dunbar, Leslie	8/15/2016	Schedule, student roster, activity log	6/2/2017 daily
G2.B1.S1.A9 A301603	(HS) Promote and utilize SwPBS matrix in all settings.	Peeples, Janet	8/15/2016	PRIDE Cards, walkthrough data, staff surveys, use of interventions and Form 2464	6/2/2017 daily
G1.B1.S2.MA1 M306219	Parental evaluations, surveys, and attendance will be analyzed.	Cooper-Dunbar, Leslie	9/13/2016	Plan of action, next steps, and/or adaptations created based on analysis of parent feedback.	6/2/2017 every-6-weeks
G1.B1.S2.A1 A301593	(HS) Provide parents with strategies needed to support SwPBS, academics, graduation requirements,...	Peeples, Janet	9/13/2016	Agendas, sign-ins, call-outs, flyers, parental evaluations/surveys	6/2/2017 every-6-weeks
G3.B1.S2.MA1 M306230	(MS) Student data will be analyzed and data chats will be conducted with instructional personnel in...	Dennard, Dwayne	10/5/2016	Data-driven support Data chat conference notes Action plan based on data	6/2/2017 biweekly
G3.B1.S3.A1 A301613	(MS) Teachers will be provided opportunities to observe their peers in the effective continuation...	Slydell, Camella	10/31/2016	List of teachers & scheduled for peer observations	6/2/2017 monthly
G1.MA1 M306220	Results of Diagnostic and PBPA assessment will be analyzed to determine impact of parent trainings...	Dennard, Dwayne	1/18/2017	Diagnostic math and ELA results	6/3/2017 triannually
G3.MA1 M306237	(MS) Classroom walkthroughs, common assessment data, student work samples to demonstrate rigorous...	Dennard, Dwayne	8/22/2016	*Collect completed student Cornell notes *observation checklist *Rigor Walks observation forms *feedback forms *SRI scores *FSA/USA/NGSS and other common assessment data	6/3/2017 biweekly
G1.B1.S1.MA1 M306216	Results of surveys/evaluations will be analyzed to determine adaptations for additional training.	Slydell, Camella	1/18/2017	parent evaluations	6/3/2017 quarterly
G1.B1.S1.MA1 M306217	Parent surveys will evaluated/reviewed monthly.	Howard, Keturah	10/31/2016	attendance sheets, evaluations, agendas	6/3/2017 monthly
G1.B1.S1.A1 A301592	(MS) Parent training will provide strategies to support math and ELA at home.	Johnson, Tara	9/1/2016	sign in sheets, evaluations, flyers, agenda	6/3/2017 monthly
G3.B1.S1.MA1 M306228	Leadership team will collect and analyze data.	Johnson, Tara	9/14/2016	FSQs (Florida Standards Quiz), USAs (Unit Standard Assessment), Semester exams	6/3/2017 monthly
G3.B1.S1.A2 A301605	(MS) (BPIE) Professional development will be provided on best practices for all inclusive education.	Slydell, Camella	11/1/2016	Agendas, TDEs	6/3/2017 annually
G3.B2.S1.MA1 M306235	(MS) Teachers will administer pre/post test.	Slydell, Camella	9/25/2016	Pre/post test data will be reviewed	6/3/2017 monthly
G3.B2.S1.MA1 M306236	(MS) Lesson plans will be reviewed and collected.	Howard, Keturah	9/21/2016	Mini-assessments and student sign-in sheets	6/3/2017 biweekly
G3.B2.S1.A1 A301615	(MS) Afterschool tutorial (Monday-Thursday) and Saturday tutorial to students will be provided to...	Johnson, Tara	9/30/2016	student sign-in sheets and teacher time sheets	6/3/2017 weekly
G3.B1.S2.MA1 M306231	(MS) Classroom walkthroughs, leadership team	Slydell, Camella	9/14/2016	walkthrough notes and common planning agendas	6/3/2017 monthly

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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
	meetings to review weekly team meeting agendas, support...				
G3.B1.S2.MA2  M306232	(MS) Leadership will review on-line software student data usage reports and conduct data chats with...	Slydell, Camella	11/30/2016	student usage reports, common planning agendas	6/3/2017 monthly
G3.B1.S2.A7  A301612	Intensive Math teacher will supplement instruction to struggling students by using appropriate...	Johnson, Tara	8/15/2016	lesson plans	6/3/2017 weekly
G3.B1.S3.MA1  M306233	(MS) Student will be able to successfully answer higher order questions on FSQs, NGSQs and USAs.	Johnson, Tara	10/1/2016	FSQ, NGSQ and USA data results	6/3/2017 every-3-weeks
G3.B1.S3.MA1  M306234	(MS) Lessons plans, learning goal scales and student questioning techniques will demonstrate rigor.	Slydell, Camella	10/1/2016	Weekly lesson plans, learning goal scales and classroom observations	6/3/2017 weekly
G3.B1.S3.A2  A301614	LSI Coaching for implementation Job Embedded PD days will be provided to administration and staff.	Slydell, Camella	10/8/2016	Sign in, PD Resources, Classroom Observation Schedule	6/3/2017 quarterly
G3.B1.S1.MA1  M306229	Identify participants of the various PD, meet with the members and debrief after training sessions.	Dennard, Dwayne	8/1/2016	TDE's, Training handouts/agenda, debrief notes	6/30/2017 quarterly
G3.B1.S2.A1  A301606	(MS) Leadership team and teachers will attend district trainings and professional conferences.	Dennard, Dwayne	8/15/2016	Conference/Training agendas, TDE's, travel expenses	6/30/2017 semiannually
G3.B1.S1.A1  A301604	(MS) Professional development will be provided for Leadership Team aligned to FSA and IB Standards.	Dennard, Dwayne	7/22/2016	TDEs, Agenda, Travel Documentation	7/26/2017 one-time



## V. Professional Development Opportunities

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

**G2.** If we implement Standards-Based Instruction to meet the needs of all students, then we will foster post graduate success while maintaining the high school graduation rate (HS).

**G2.B1** Students lack foundational literacy skills and there is a limited understanding of integrating scaffolding strategies throughout the lesson.

**G2.B1.S1** Establish a culture of school-wide literacy and differentiation of instruction by providing differentiated professional learning opportunities aligned to teachers' needs as they relate to standards, literacy strategies, and scaffolding strategies to improve the academic success for all students.

### PD Opportunity 1

(HS) Identify students who are non-satisfactory in reading by grade level and provide support as needed (double-block reading, tutoring, mentoring, etc).

#### Facilitator

Kathy Baich, Leslie Cooper-Dunbar

#### Participants

Faculty and Staff

#### Schedule

Weekly, from 7/18/2016 to 6/2/2017

### PD Opportunity 2

(HS) Develop school-wide literacy plan.

#### Facilitator

Kathy Baich, Leslie Cooper-Dunbar, Janet Peeples

#### Participants

Faculty and Staff

#### Schedule

On 8/8/2016

### **PD Opportunity 3**

(HS) Conduct classroom walk-throughs and provide teachers with descriptive feedback.

#### **Facilitator**

Kathy Baich, Leslie Cooper-Dunbar, Janet Peeples

#### **Participants**

Teachers

#### **Schedule**

Daily, from 8/22/2016 to 6/2/2017

### **PD Opportunity 4**

(HS) Conduct weekly professional learning communities to analyze walk-through and student assessment data, unpack standards, share best practices, evaluate resources.

#### **Facilitator**

Kathy Baich, Leslie Cooper-Dunbar, Janet Peeples

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 8/22/2016 to 6/2/2017

### **PD Opportunity 5**

(HS) Promote and utilize SwPBS matrix in all settings.

#### **Facilitator**

Valmorria Ambrose, John Ford, Janet Peeples

#### **Participants**

Faculty and Staff

#### **Schedule**

Daily, from 8/15/2016 to 6/2/2017

**G3.** If we implement effective and relevant instruction to meet the needs of all students, then we will ensure High School Readiness (MS).

**G3.B1** Teachers have limited training and understanding of integrating scaffolding strategies throughout the lesson including planning for the complexity level of the standards and asking higher order questions due to little time to collaboratively plan for rigorous instruction to cultivate a single school culture.

**G3.B1.S1** The leadership team will increase their professional knowledge and provide teachers with job-embedded Professional Development.

#### **PD Opportunity 1**

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

##### **Facilitator**

IB of Americas

##### **Participants**

Administration, teachers

##### **Schedule**

On 7/26/2017

#### **PD Opportunity 2**

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

##### **Facilitator**

FIN (Florida Inclusive Network)

##### **Participants**

administration and teachers

##### **Schedule**

Annually, from 11/1/2016 to 6/3/2017

**G3.B1.S2** Leadership Team will provide teachers guidance and support in all content areas in understanding the Standards and planning and delivering standards based instruction.

### **PD Opportunity 1**

(MS) Leadership team and teachers will attend district trainings and professional conferences.

#### **Facilitator**

Leadership Team

#### **Participants**

Leadership Team & Teachers

#### **Schedule**

Semiannually, from 8/15/2016 to 6/30/2017

### **PD Opportunity 2**

(MS) Teachers will meet weekly to collaborate to share best practices/strategies, unpack standards, develop performance scales and analyze data.

#### **Facilitator**

Middle School Teachers

#### **Participants**

Administrative Staff, Instructional, Support Members

#### **Schedule**

Weekly, from 8/24/2016 to 5/27/2017

### **PD Opportunity 3**

(MS) Leadership team will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during weekly team meetings.

#### **Facilitator**

Leadership team

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/24/2016 to 5/27/2017

#### **PD Opportunity 4**

(MS) Teachers will be provided release time during the day to work collaboratively in weekly team meetings and common planning to engage in vertical collaboration with elementary and high school.

##### **Facilitator**

(MS) SSCC & Instructional Coaches

##### **Participants**

All Teachers

##### **Schedule**

Monthly, from 10/20/2016 to 5/29/2017

**G3.B1.S3** Provide administrators and teachers with ongoing professional development through the LSI initiative on the essentials for achieving rigor.

#### **PD Opportunity 1**

(MS) Teachers will be provided opportunities to observe their peers in the effective continuation of LSI Marzano Instructional Framework implementation.

##### **Facilitator**

LTF & Administrators

##### **Participants**

Teachers

##### **Schedule**

Monthly, from 10/31/2016 to 6/2/2017

#### **PD Opportunity 2**

LSI Coaching for implementation Job Embedded PD days will be provided to administration and staff.

##### **Facilitator**

LSI Staff Developer and District Resource Staff Developer

##### **Participants**

Administrators, SSCC & Teacher Leaders

##### **Schedule**

Quarterly, from 10/8/2016 to 6/3/2017

## 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	(MS) Parent training will provide strategies to support math and ELA at home.				\$2,510.84
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1771 - Pahokee Middle Senior High	Title I, Part A		\$1,510.84
			Notes: Supplies (paper, pen, ink, and refreshments)			
			1771 - Pahokee Middle Senior High	Title I, Part A		\$1,000.00
			Notes: CLF to assist with trainings			
2	G1.B1.S2.A1	(HS) Provide parents with strategies needed to support SwPBS, academics, graduation requirements, and post-secondary success.				\$1,865.89
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1771 - Pahokee Middle Senior High	Title I, Part A		\$632.25
			Notes: Parent involvement contact for parent engagement			
			1771 - Pahokee Middle Senior High	Title I, Part A		\$1,233.64
			Notes: Materials for parent trainings - paper, ink, refreshments			
3	G1.B1.S2.A2	(HS) Establish onsite parent resource room.				\$0.00
4	G2.B1.S1.A1	(HS) Identify students who are non-satisfactory in reading by grade level and provide support as needed (double-block reading, tutoring, mentoring, etc).				\$33,171.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A	0.5	\$33,171.28
			Notes: Literacy Resource Position - Shaneka Bryant			
5	G2.B1.S1.A2	(HS) Develop school-wide literacy plan.				\$1,446.90
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	510-Supplies	1771 - Pahokee Middle Senior High	Title I, Part A		\$1,000.00
			Notes: Gateway to US History Workbooks to facilitate literacy in other content areas.			
	5000	510-Supplies	1771 - Pahokee Middle Senior High	Title I, Part A		\$446.90
			Notes: Dry Erase Whiteboards with Graphs, science calculators, compass, rulers, and protractors to facilitate and support literacy in Mathematics.			

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6	G2.B1.S1.A3	(HS) Develop and present classroom walk-through expectations and schedule.				\$0.00
7	G2.B1.S1.A4	(HS) Conduct classroom walk-throughs and provide teachers with descriptive feedback.				\$0.00
8	G2.B1.S1.A5	(HS) Conduct weekly professional learning communities to analyze walk-through and student assessment data, unpack standards, share best practices, evaluate resources.				\$0.00
9	G2.B1.S1.A6	(HS) Graduation coach will meet with students to review academic and career opportunities, provide resources for college and career readiness, and counsel students as needed.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A	1.0	\$66,342.45
			<i>Notes: Graduation Coach - Enid Cochran</i>			
10	G2.B1.S1.A7	(HS) Out of system tutor will provide small group support for students.				\$14,599.68
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A		\$3,999.68
			<i>Notes: Out of system tutor</i>			
	5100	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A		\$10,600.00
			<i>Notes: Carlos Guerra</i>			
11	G2.B1.S1.A8	(HS) Conduct literacy, mathematics, science, and social studies tutorials after-school.				\$14,306.24
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	8100	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A		\$13,225.60
			<i>Notes: Tutorial Salary</i>			
	5000	510-Supplies	1771 - Pahokee Middle Senior High	Title I, Part A		\$1,080.64
			<i>Notes: Supplies for tutorials</i>			
12	G2.B1.S1.A9	(HS) Promote and utilize SwPBS matrix in all settings.				\$0.00
13	G3.B1.S1.A1	(MS) Professional development will be provided for Leadership Team aligned to FSA and IB Standards.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1771 - Pahokee Middle Senior High	Title I, Part A		\$5,000.00
			<i>Notes: (MS) IB Conference Orlando</i>			

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14	G3.B1.S1.A2	(MS) (BPIE) Professional development will be provided on best practices for all inclusive education.				\$0.00
15	G3.B1.S2.A1	(MS) Leadership team and teachers will attend district trainings and professional conferences.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1771 - Pahokee Middle Senior High	Title I, Part A		\$4,000.00
			Notes: Reading teachers will attend Orlando FRA training --- \$4000			
16	G3.B1.S2.A2	(MS) Teachers will meet weekly to collaborate to share best practices/ strategies, unpack standards, develop performance scales and analyze data.				\$0.00
17	G3.B1.S2.A3	(MS) Leadership team will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during weekly team meetings.				\$0.00
18	G3.B1.S2.A4	(MS) Teachers will be provided release time during the day to work collaboratively in weekly team meetings and common planning to engage in vertical collaboration with elementary and high school.				\$5,460.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1771 - Pahokee Middle Senior High	Title I, Part A		\$5,460.00
			Notes: (MS) Professional Development substitute teachers-salary and benefits			
19	G3.B1.S2.A5	Intensive Reading teacher will supplement instruction to struggling readers by using appropriate interventions to increase student proficiency. The teacher will develop and implement lesson plans to provide diversified reading strategies and activities, specifically designed for targeted students using the Marzano Model of instruction.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1771 - Pahokee Middle Senior High	Title I, Part A		\$66,342.45
			Notes: (MS) Intensive Reading Teacher (salary and benefits) Blankenship			
			1771 - Pahokee Middle Senior High	Title I, Part A		\$0.00
			Notes: (MS) System 44 workbooks---			
			1771 - Pahokee Middle Senior High	Title I, Part A		\$0.00
			Notes: (MS) Student leveled reading books for STARS initiative---			
20	G3.B1.S2.A6	(MS) Online programs and additional resources will supplement classroom instruction and extended learning opportunities.				\$12,793.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1771 - Pahokee Middle Senior High			\$1,943.50



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			<i>Notes: (MS) Civics Gateway to American Government supplemental student workbooks</i>			
			1771 - Pahokee Middle Senior High	Title I, Part A		\$10,850.00
			<i>Notes: (MS) On-line Software iReady (MS-8350) and Study Island (MS-2500)</i>			
21	G3.B1.S2.A7	<b>Intensive Math teacher will supplement instruction to struggling students by using appropriate interventions to increase student proficiency. The teacher will develop and implement lesson plans to provide diversified math strategies and activities, specifically designed for targeted students using the Marzano Model of instruction.</b>				<b>\$66,342.45</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1771 - Pahokee Middle Senior High	Title I, Part A		\$66,342.45
			<i>Notes: (MS) Intensive Math Teacher---66342.45 Vacancy</i>			
22	G3.B1.S3.A1	<b>(MS) Teachers will be provided opportunities to observe their peers in the effective continuation of LSI Marzano Instructional Framework implementation.</b>				<b>\$0.00</b>
23	G3.B1.S3.A2	<b>LSI Coaching for implementation Job Embedded PD days will be provided to administration and staff.</b>				<b>\$0.00</b>
24	G3.B2.S1.A1	<b>(MS) Afterschool tutorial (Monday-Thursday) and Saturday tutorial to students will be provided to students in language arts, math and science.</b>				<b>\$6,431.75</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1771 - Pahokee Middle Senior High	Title I, Part A		\$6,431.75
			<i>Notes: (MS) Salary and Benefits for tutors</i>			
25	G3.B2.S1.A2	<b>(MS) Out of systems tutor will provide individualized support for computer-based programs.</b>				<b>\$8,376.35</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1771 - Pahokee Middle Senior High	Title I, Part A		\$8,376.35
			<i>Notes: (MS) Salary and benefits: C. Guerra</i>			
<b>Total:</b>						<b>\$308,989.78</b>