Palm Beach Lakes High School

2016-17 Schoolwide Improvement Plan

Palm Beach Lakes High School

3505 SHILOH DR, West Palm Beach, FL 33407

https://pblh.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 9-12	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

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 Lakes High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The faculty, administration, staff and parents of Palm Beach Lakes Community High School are committed to facilitating learning opportunities for all students in order to maximize their potential as responsible and productive citizens.

b. Provide the school's vision statement.

Palm Beach Lakes High School envisions a 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.

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

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs such as RAM bucks and Senior Graduation Passports. Positive school-wide behavior is implemented through the use of Restorative Justice. The staff has devised a set of RAM's expectations for student behavior in the classroom, cafeteria, hallways, etc.

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(a) History of Holocaust
(b) History of Africans and African Americans
(c) Hispanic Contributions
(d) Women's Contributions
(e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Principles of Agriculture
• Effects of alcohol and narcotics
• Kindness to animals
• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
•Ensure that relationship-building is a clear priority; This will be conducted through our Restorative Justice initiative
•Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
•Faculty members will use in the first days of school a five day plan that reviews our student and parent handbook and restorative justice based activities to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
•Through our ELL Department our faculty members will receive strategies regarding our students' cultures;
•Teachers will receive Professional Development training and collegial support who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings during PLC's and monthly curriculum planning meetings.
•Teachers will share during PLC's and monthly curriculum planning meetings effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
•Attend District provided Professional Development on multicultural offerings;
•Schedule and plan school wide multicultural projects;
•Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
•Form a representative student task force comprised of representative multicultural groups;
•Provide professional development to staff on increasing positive interactions with students;
•Collect data on ratio of positive interactions (RPI) with students;
•Writing Action Plan goals based on RPI data collected.
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

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

The staff of Palm Beach Lakes is committed to providing a safe environment. A philosophy of being proactive and not reactive is seen in how we implement our behavior management system. Constant

supervision throughout the day is essential to campus safety. A series of behavioral interventions are implemented to combat minor violations. By our progressive disciplinary approach students will understand that the staff is dedicated to their personal growth and academic success.

•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;

•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Lastly, we plan to create and enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary education). Students are required to have a college readiness section in their school binder which helps them to stay on track for their goals. Teachers have college and career corners in their rooms that assist in understanding the requirements of the many colleges and careers.

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.

Universal Guidelines and the behavior matrix are taught twice a year to ensure students are aware of school expectations, such as the universal attention signal. The behavior matrix is posted in every classroom and office, as well as being visible in hallways and public areas of the school. The school also is part of the Restorative Justice initiative and utilizes its techniques both in and out of the classrooms.
The administration is committed to ensuring that differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. Teachers utilize rotations in their classrooms to ensure that the needs of all students are met and that the lessons are highly engaging, thereby decreasing the likelihood of behavioral issues.
Throughout the school day staff monitor the halls ensuring that students arrive in a timely fashion. Teachers also utilize a four-part form that documents interventions and parental contact.

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.

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

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

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The school will utilize data systems to identify students who have attendance, behavioral or academic concerns. With the assistance of teachers and stakeholders the reporting of data and student behavior will complied and analyzed by administration and staff.

Administration will ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. Furthermore, administration will utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their
success (Data-Driven Decision Making). For example: attendance, course failure, and college-career planning gaps (FAFSA completion).

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	20	23	18	15	76
One or more suspensions	0	0	0	0	0	0	0	0	0	128	117	90	49	384
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	189	208	140	62	599
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	248	274	219	113	854

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

Indicator	Grade Level													Total
	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	97	76	53	21	247

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;
• In school,Afterschool and Saturday Tutorials;
• Planned Discussions, Goal Setting for identified student;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive

(individual) interventions, connecting students and their families to needed school-based and community resources; •Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); Sloan McAffee- Health Care District of Palm Beach County, Safe School Counselors, NVPs and support team

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

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

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

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

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
Alfonso, David	Principal
Huggins, Michael	Assistant Principal
Villani, Elena	Assistant Principal
Robinson, Darius	Assistant Principal
Russo, Misty	Teacher, ESE
Defillippo, Ben	Other
Pugh, Monika	School Counselor
Williams, Marcus	Other
Green, Sonya	Instructional Coach
Gibson, Vera	Instructional Coach
Bell, Tamara	Other
Gray-McCray, Rosalind	Assistant Principal
Hands, Tera	Teacher, Career/Technical
Thomas, Wanda	School Counselor
Wester, Kendra	Assistant Principal
Franco, Joey	Teacher, K-12

b. Duties

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

The principal/Assistant Principals provide a common vision for the use of data-based decision-making to ensure that the school-based team is implementing MTSS, conduct assessments of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.
ESE and ELL contacts participate in student data collection, integrate core instructional activities/materials into classroom instruction, and collaborate with general education teachers through such activities as co-teaching and/or language facilitation for students and parents. The ELL coordinator will monitor ELL progress on the ELDC and the ESE Coordinator will monitor student progress on IEPs recommending student interventions as indicated.
Instructional Coaches, SSCC, and teachers coordinate to develop, lead and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.
School Psychologist participates in the collection, interpretation and analysis of data and facilitates development of intervention plan. Provides professional development and technical assistance for problem-solving activities and data-based decision making activities.
Guidance Staff provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to interventions, guidance staff also link student/parents to necessary community resources.

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.

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

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher or guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

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

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

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

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are

coordinated with district Drop-out Prevention programs.
Title II
The purpose of this funding is to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment, and retention of highly qualified educators. These funds will be used to address professional development needs within the content areas - with a specific focus on core content areas - in order to increase the use of differentiation strategies, reflective and data-driven instructional design, and higher-order and rigorous classroom activities to boost student achievement. In addition, the school will seek to hire highly-qualified teachers, with a specific focus on hiring highly-qualified teachers in core content areas.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. The Title III funds will be used to support tutorial services, additional teaching periods for home language/bilingual instruction in Reading and Math classes and for Community Language Facilitators to support the needs of ELL student and their families.
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education..
Violence Prevention Programs
Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching Expected Behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Professional Learning Communities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Karen Hoskins	Parent
Renae Williams	Parent
Sharina Gilbert	Parent
Monika Pugh	Parent
Claudaja Registe	Student
Joey Franco	Teacher
Sharon Edmonds	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 SIP was presented at the start of the school year, much in the same way as was for this current year. It was reviewed and approved after community and stakeholder input was considered and placed into the plan. All members approved of the plan.

b. Development of this school improvement plan

SAC was routinely updated on school improvement planning throughout the 2016-17 school year, receiving frequent updates on student data and on instructional practices in each academic content area. These presentations provided the opportunity for SAC members to provide input on school improvement efforts for the 2016-17 school year. On August 26th, 2015, a presentation was given to SAC regarding the 2016-17 school improvement plan, and this provided another opportunity for SAC members to provide input on school improvement planning.

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

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

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
• School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
• Monies may be expended only on programs or projects selected by the School Advisory Council.
• Neither School District staff nor principals may override the recommendations of the School Advisory Council.
• The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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
Alfonso, David	Principal
Green, Sonya	Instructional Coach
Villani, Elena	Assistant Principal
Bell, Tamara	Instructional Coach
Brandine, Patricia	Other
Gibson, Vera	Instructional Coach
Wester, Kendra	Assistant Principal

b. Duties

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

School wide literacy plan to include: classroom libraries, teacher collaboration across the content areas using common focus calendars, professional development to build teacher capacity in several school-wide literacy and writing strategies, use of common planning and small learning teams to promote best practices to increase student literacy, display of student work for promoting positive school climate, and continued implementation of a rotational model of instruction in Reading classes and small group instructional practice in other content areas to ensure quality instruction targeted to student needs. Additionally, the follow programs are included to promote literacy as well:

• The promotion of increased student participation and performance in Advanced Placement® (AP), and Cambridge Advanced International Certificate of Education® (AICE)
• The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
• The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
• The Johnson Scholars Program which funds $10,000 scholarships annually for four-year cohorts of students who compete during their senior year (representing a $1.6 million commitment between 2008 and 2015)
• The High School Graduation Coach which focuses on increasing the graduation rate by providing interventions and support to at risk students
• Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
• Grant-making assistance to seek out and obtain funding for many of these programs and initiatives

D. Public and Collaborative Teaching

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

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

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

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

The school principal and content-area assistant principals review applicants for instructional positions as they occur. Where possible, applicants that are highly qualified, certified-in-field, and have been rated as effective teachers are interviewed for vacant instructional positions. While in our employ at Palm Beach Lakes High School, all teachers are encouraged through professional development offerings to maintain their certified, highly qualified status. Faculty and staff, where required, are being assisted in enrolling in endorsement/certification programs in order to bring their certificates into alignment with their assigned job duties.
Retention strategies include multiple networking opportunities throughout the year that foster collegiality. Also opportunities exists for teachers to earn extra pay for club sponsorship and extra curricular activities.
Partnering with high schools that have synonymous classes within the district to develop core content collegial relationships.

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

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

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

New Educators- Mentors

Santamaria - Wilkinson
DiPietro - Pedro-Rosa
Hartung - Pedro-Rosa
Cabrera - A. Thomas
Elie -Waterfall B. Defillippo
Angus - Ajayi
Davis - Tooks
Flores Dansby
Keller Millien
Brown, Ellicia - Russo
Donovan-Hughes - Andrews
McFarlane -Yaun
Norris - Cantelo
Eby - Franco
Mateo, A - Franco
Tabateau -Mateo
Rothermel
Robinson - Green
Morrero - Lowery
Kyle -
Newton -Ewers
Oakley - T. Hands
Bellefleur
TBA (Earth Space) -
Sanabria -Leal
Walker - Wilkinson
Curra -

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.

Our school creates ongoing opportunities for teachers to unpack the Florida State Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Our school utilizes team planning, weekly professional learning communities and monthly curriculum planning afterschool meetings to unpack the standards, develop focus calendars and ensure that all teachers understand and apply the standards properly.

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

• Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
•Providing instruction aligned with the Language Arts Florida Standards for their grade level.
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).
•Monitoring progress at the class and grade level during Professional Learning Communities and monthly Curriculum Planning Meetings
•Conducting data chats with students
•Students receiving push-in/pull out services for ESE/ELL

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: 23,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Weekend Program

Minutes added to school year: 7,200

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Green, Sonya, sonya.green@palmbeachschools.org
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

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. § 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.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:
• The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
• The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies

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.

Academic and career planning begins in the 9th grade. All students review their academic progress twice per year with a counselor via presentations in the classroom. Grade level assemblies are held to review and assist with course selections every year. Parents are encouraged to discuss course selections with students.
We use our college bound coaches to meet with students and disseminate information about colleges and careers in along with the school guidance counselors. We offer several career academies including Teacher Academy, Pre-Law Academy, Early Childhood, Bio-Tech, and the Medical Academy that give students practical knowledge and experience. We offer Industry Certification in our business education and select magnet programs.
Students are also exposed to wide variety of presenters and workshops during and after school. Career planning materials are available in the media center as well as the guidance department to allow students the opportunity for continued research and planning.

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

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

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

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

Palm Beach Lakes High School's percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course and completed a Dual Enrollment math course were all below the district and state averages, but Palm Beach Lakes High School is committed to creating a greater emphasis on postsecondary readiness. We will also encourage students to take AP or Dual Enrollment classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor and/or the graduation coach regarding their postsecondary plans. Students will also be selected to

take the AVID class as an elective. Parent information meetings will be held. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary. SWD will have a summary of performance evaluation as well as an AIEP for transition purposes to referrals to appropriate outside agencies. Eleventh grade students in the college readiness cohort will take the state-subsidized PERT test to determine college readiness. Those students who fail to score college-ready on the PERT will be assigned to English IV for College Readiness and Math for College Readiness, courses specifically designed to remediate student's readiness deficiencies. These students will be given the PERT again during the second semester of their senior year in order to gauge progress toward college readiness.

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.

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

We noticed that the was a great increase in the graduation rate for FY16, however there were significant drops in the the ELA, Math and Science accountability groups. In response to this, we are in need for proactive strategies such as explicit core instruction and student engagement along with research based interventions and accelerated instruction especially in grade 9 and 10.

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"Â? 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 Palm Beach Lakes High School provides an education for students where instruction is well planned, deliberately implemented, relevant and engaging using research based curriculum programs then there will be an increase in student achievement in all areas inclusive of the high school graduation rate.

G2.   If Palm Beach Lakes High School provides a positive and supportive school climate that promotes the social/ emotional and academic development of all students then teacher and student performance will increase which will impact all areas inclusive of the high school graduation rate.

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 Palm Beach Lakes High School provides an education for students where instruction is well planned, deliberately implemented, relevant and engaging using research based curriculum programs then there will be an increase in student achievement in all areas inclusive of the high school graduation rate. `1a`

🔑 G083705

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
FSA ELA Achievement	40.0
Algebra I EOC Pass Rate	40.0
Bio I EOC Pass	40.0
U.S. History EOC Pass	52.0

Targeted Barriers to Achieving the Goal `3`

- Outdated curriculum materials for Tier 2 instruction programs and lack of resources to support students with college readiness courses and accelerated courses.

- There is a lack of student engagement in the classrooms.

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

- Classroom libraries and ancillary materials

- Common Planning PLC's

- Language facilitators for students and parents

- Communications in various languages to school community including parent notification of school events created to enhance student achievement

- Electronic readers and software to enhance independent reading and guided instruction in both subjects necessary for graduation and proficiency

- Support facilitation for ESE students mainstreamed in core content area classes.

- Laptop. I-Pads and Carts for online resources and programs to supplement instruction.

- Single School Culture Coordinator

- Guidance Counselors

Plan to Monitor Progress Toward G1. `8`

Review school-based department common assessments and district standards based assessments for progress towards meeting goal.

Person Responsible
David Alfonso

Schedule
Monthly, from 9/30/2016 to 6/2/2017

Evidence of Completion
Item analysis reports from Performance Matters from FSQ's and USA's, school based common assessment data

Plan to Monitor Progress Toward G1. 8

Review EWS data for discipline and attendance data

Person Responsible
David Alfonso

Schedule
Monthly, from 9/30/2016 to 6/2/2017

Evidence of Completion
Early Warning System data for discipline and attendance

G2. If Palm Beach Lakes High School provides a positive and supportive school climate that promotes the social/ emotional and academic development of all students then teacher and student performance will increase which will impact all areas inclusive of the high school graduation rate. `1a`

🔑 G083706

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

- Students and teachers do not feel as though they work and learn in a positive environment

- The assumption that the students and staff know what to do to create a positive environment.

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

- Collegial monthly planning, common planning

- Community and family involvement in tutorials and events designed to increase parental knowledge of tested standards,

- Motivational Coaches

- AVID

- Career center

- Great Athletic Department

- TOSA

- School Police Officers

- Behavior Interventionis

- SWPBS Team

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible
Elena Villani

Schedule
Monthly, from 9/5/2016 to 5/31/2017

Evidence of Completion
EDW/Performance Matters Data Guidance Reports, School-based assessment reports

Plan to Monitor Progress Toward G2. 8

Review Discipline and Behavior Data

Person Responsible
David Alfonso

Schedule
Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion
EDW and TERMS discipline 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 Palm Beach Lakes High School provides an education for students where instruction is well planned, deliberately implemented, relevant and engaging using research based curriculum programs then there will be an increase in student achievement in all areas inclusive of the high school graduation rate. `1`

🔑 G083705

G1.B1 Outdated curriculum materials for Tier 2 instruction programs and lack of resources to support students with college readiness courses and accelerated courses. `2`

🔑 B222213

G1.B1.S1 Provide resources and professional development for teachers on FL State Standards and college readiness standards. `4`

🔑 S234512

Strategy Rationale

With resources and training aligned to FL State Standards and college readiness standards teachers will be able to plan and monitor learning to improved student performance.

Action Step 1 `5`

Research various research-based interventions and accelerated curriculum for high school students aligned to the Florida State Standards.

Person Responsible

Elena Villani

Schedule

On 7/22/2016

Evidence of Completion

List of curriculum materials

Action Step 2 `5`

Contact the district curriculum leaders and vendors to discuss an alignment with the Core programs.

Person Responsible

Elena Villani

Schedule

On 7/25/2016

Evidence of Completion

Action Step 3 5

Order class novels and approved research based programs for interventions and acceleration

Person Responsible

Elena Villani

Schedule

On 10/31/2016

Evidence of Completion

Invoices, Lesson Plans

Action Step 4 5

Meet with teachers in various departments to explore new curriculum materials

Person Responsible

Kendra Wester

Schedule

On 6/2/2017

Evidence of Completion

Department Meeting Agendas, Feedback from teacher teams

Action Step 5 5

Plan ongoing professional development to support teachers in the use of the curriculum materials and aligning the materials to the standards

Person Responsible

Elena Villani

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Professional Development Plan, Professional Learning Community notes, lesson plans

Action Step 6 5

Implement ongoing professional development to support teachers in the use of the curriculum materials and aligning the materials to the standards

Person Responsible

Elena Villani

Schedule

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

Evidence of Completion

PD agenda PLC notes, lesson plans

Action Step 7 5

Provide authentic, project-based, technology-infused, and hands-on learning opportunities to engage students in the learning process.

Person Responsible

David Alfonso

Schedule

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

Evidence of Completion

Usage reports, lesson plans

Action Step 8 5

Resource teacher serving as graduation coach will provide support and guidance to all seniors to ensure graduation on time by tracking and monitoring graduation requirements and student data.

Person Responsible

David Alfonso

Schedule

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

Evidence of Completion

Schedule, monitoring logs, communication logs, conference notes

Action Step 9 5

Credit recovery lab will be staffed by out-of-system tutor and be available to students at risk of not graduating on time.

Person Responsible

Elena Villani

Schedule

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

Evidence of Completion

Out-of-system tutor's schedule, master schedule, class rosters, sample progress monitoring

Action Step 10 5

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

Person Responsible

Kendra Wester

Schedule

Daily, from 10/10/2016 to 4/21/2017

Evidence of Completion

Tutorial packets: tutorial time sheets, student sign-in sheets for each day, lesson plans for each day, teacher sign-in sheets

Action Step 11 5

Adaptive Technologies will assist in gauging students' progress in reaching mastery of identified standards

Person Responsible

Elena Villani

Schedule

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

Evidence of Completion

Usage reports; technology usage reflected in lesson plans

Action Step 12 `5`

Implement Critical Thinking classes to enrich and support student literacy

Person Responsible

Kendra Wester

Schedule

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

Evidence of Completion

Student literacy assessments, master schedule

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

Monitor Professional Development, Professional Learning Community, and Department Meetings.

Person Responsible

Elena Villani

Schedule

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

Evidence of Completion

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

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

Monitor student data to ensure action steps are effective and there is evidence of student growth in core content areas using department common assessment, district created standards based assessment

Person Responsible

Elena Villani

Schedule

Monthly, from 9/26/2016 to 9/26/2016

Evidence of Completion

Performance Matters data, Notes from Department and Learning Team Meetings

G1.B2 There is a lack of student engagement in the classrooms. 2

🔑 B222214

G1.B2.S1 Provide resources and professional development to teachers and staff on effectively using research based student engagement strategies. 4

🔑 S234513

Strategy Rationale

With an active learning process, students transition from being mere recipients of information to being participants actively engaged with new information in a learning environment.

Action Step 1 5

Research various engagement strategies .

Person Responsible

Schedule

On 8/19/2016

Evidence of Completion

List of resources

Action Step 2 5

Contact professional developers to arrange for training a group of potential school-based trainers on the engagement strategies.

Person Responsible

Schedule

On 8/19/2016

Evidence of Completion

Action Step 3 5

Order the approved materials/ programs for student engagement strategies

Person Responsible

Schedule

On 8/31/2016

Evidence of Completion

Agendas, sign-in sheets, Lesson Plans

Action Step 4 5

Plan ongoing professional development and support for teachers in the use of the student engagement strategies for instruction.

Person Responsible

Schedule

Evidence of Completion

Action Step 5 5

Implement ongoing professional development and provide support for teachers in the use of the researched based student engagement strategies for instruction.

Person Responsible

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Action Step 6 5

Curriculum planning will be scheduled for summer months and after school for teachers to analyze data, develop lesson maps, focus calendars, and pacing guides in a collaborative setting.

Person Responsible

David Alfonso

Schedule

Every 6 Weeks, from 7/1/2016 to 6/8/2017

Evidence of Completion

Planning notes, schedule

Action Step 7 5

Reading resource teacher will provide supplemental instruction in reading, including the homeless and migrant population, through a push in model.

Person Responsible

Kendra Wester

Schedule

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

Evidence of Completion

Resource teacher's schedule, group attendance, lesson plans

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

Conduct walk-through to observe and provide feedback to teachers regarding implementation

Person Responsible

Elena Villani

Schedule

Weekly, from 11/7/2016 to 6/2/2017

Evidence of Completion

Walk-through notes

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

Review discipline and attendance data

Person Responsible

Schedule

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

Evidence of Completion

Early Warning Systems Discipline and Attendance Data

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

Conduct teacher and student climate surveys

Person Responsible

Schedule

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

Evidence of Completion

Survey results

G2. If Palm Beach Lakes High School provides a positive and supportive school climate that promotes the social/ emotional and academic development of all students then teacher and student performance will increase which will impact all areas inclusive of the high school graduation rate. 1

🔑 G083706

G2.B1 Students and teachers do not feel as though they work and learn in a positive environment 2

🔑 B222215

G2.B1.S1 Full implementation of a School-wide Positive Behavior Plan 4

🔑 S234514

Strategy Rationale

Positive school climates have better motivated teachers. Highly motivated
teachers have greater success in terms of student performance and student outcomes.

Action Step 1 5

Solicit staff, students, and administrator participation for a SWPB Committee (could also be student counsel members).

Person Responsible

Joey Franco

Schedule

On 8/12/2016

Evidence of Completion

List of committee members and roles

Action Step 2 5

The committee will brainstorm ideas that would make to celebrate students teachers and staff. Review current expectation and revise expectations expectations if needed.

Person Responsible

Joey Franco

Schedule

On 8/12/2016

Evidence of Completion

Revised SWPBS Matrix

Action Step 3 `5`

A representative from the committee will meet with the administrative to team discuss 3-4 items they would like to implement for positive recognition. (include projected budget and available resources)

Person Responsible

Joey Franco

Schedule

On 8/12/2016

Evidence of Completion

Meeting Agenda

Action Step 4 `5`

The Administration will agree on 2- 3 items to implement for the school year to reinforce positive recognition

Person Responsible

Joey Franco

Schedule

On 8/12/2016

Evidence of Completion

SWPB Plan

Action Step 5 `5`

Implement SWPBS plan

Person Responsible

Joey Franco

Schedule

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

Evidence of Completion

walk-through, photos

Action Step 6 5

The SWPBS team will develop a survey to gather feedback from the entire school body

> **Person Responsible**
>
> Joey Franco
>
> **Schedule**
>
> Quarterly, from 9/30/2016 to 6/2/2017
>
> ***Evidence of Completion***
>
> Survey data

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

Admin and SWPBS team will conduct walk-through to monitor fidelity of implementation

> **Person Responsible**
>
> David Alfonso
>
> **Schedule**
>
> Biweekly, from 9/16/2016 to 6/2/2017
>
> ***Evidence of Completion***
>
> walk-through checklists and notes

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

Monitor student data to ensure action steps are effective and there is evidence of student growth in core content areas using Performance Matters and school-based assessments

> **Person Responsible**
>
> David Alfonso
>
> **Schedule**
>
> Monthly, from 8/31/2016 to 6/2/2017
>
> ***Evidence of Completion***
>
> School-based and District based assessment data

G2.B2 The assumption that the students and staff know what to do to create a positive environment. [2]

🔑 B222216

G2.B2.S1 Whole-school professional development on building relationships (including teachers, administrative staff, office, cafeteria, and custodians) [4]

🔑 S234515

Strategy Rationale

"The most powerful weapon available to secondary teachers who want to foster a favorable learning climate is a positive relationship with our students" Thompson (1998) http://www.ascd.org/publications/books/105124/chapters/Developing_Positive_Teacher-Student_Relations.aspx

Action Step 1 [5]

The professional development team will research an in house PD that would support relationship building

Person Responsible

Schedule

On 8/31/2016

Evidence of Completion

Action Step 2 [5]

Schedule the PD . Be sure to include time for follow-up training sessions

Person Responsible

Schedule

Evidence of Completion

Action Step 3 `5`

Teachers, Staff, Training begin to plan and implement strategies received from the relationship building PD.

Person Responsible

Schedule

Evidence of Completion

Action Step 4 `5`

Admin team conducts walkthrough to observe the level of implementation and invite members from the District office, and other community members to walk-through

Person Responsible

Schedule

Evidence of Completion

Action Step 5 `5`

Admin team provides feedback to staff regarding observation from school, district, and community leaders.

Person Responsible

Schedule

Evidence of Completion

Action Step 6 [5]

Single School Culture Coordinator will work with teachers to build single school culture for academics, behavior and climate on our campus.

Person Responsible

David Alfonso

Schedule

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

Evidence of Completion

Schedule, Meeting Notes

Action Step 7 [5]

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

Person Responsible

Kendra Wester

Schedule

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

Evidence of Completion

sample communication to parents - letters, flyers, emails, conference notes, marquee pictures, snapshots from edline page, call logs, electronic newsletters, paper newsletters

Action Step 8 [5]

Parent University trainings will offer break-out sessions for parents on a variety of topics: FAFSA, FSA, Graduation requirements, etc. [copy]

Person Responsible

Kendra Wester

Schedule

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

Evidence of Completion

Invitations, agendas, sign-n sheets, presentations or handouts, and parent evaluations

Action Step 9 `5`

Graduation coach will ensure parents of students who are at risk for not graduating are informed of student's status and steps necessary to graduate on time. [copy]

Person Responsible

Marcus Williams

Schedule

Weekly, from 9/6/2016 to 6/8/2017

Evidence of Completion

Schedule, Notes

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

Periodic walk-throughs

Person Responsible

Schedule

Evidence of Completion

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

Periodic walk-throughs

Person Responsible

Schedule

Evidence of Completion

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

District, community Leader walk-through Feedback

Person Responsible

Schedule

Evidence of Completion

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

Staff/Student Survey

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.A4 A301767	Plan ongoing professional development and support for teachers in the use of the student engagement...		No Start Date		No End Date one-time
G2.B2.S1.MA1 M306393	District, community Leader walk-through Feedback		No Start Date		No End Date one-time
G2.B2.S1.MA4 M306394	Staff/Student Survey		No Start Date		No End Date one-time
G2.B2.S1.MA1 M306395	Periodic walk-throughs		No Start Date		No End Date weekly
G2.B2.S1.MA1 M306396	Periodic walk-throughs		No Start Date		No End Date weekly
G2.B2.S1.A2 A301778	Schedule the PD . Be sure to include time for follow-up training sessions		No Start Date		No End Date one-time
G2.B2.S1.A3 A301779	Teachers, Staff, Training begin to plan and implement strategies received from the relationship...		No Start Date		No End Date one-time
G2.B2.S1.A4 A301780	Admin team conducts walkthrough to observe the level of implementation and invite members from the...		No Start Date		No End Date one-time
G2.B2.S1.A5 A301781	Admin team provides feedback to staff regarding observation from school, district, and community...		No Start Date		No End Date one-time
G1.B1.S1.A1 A301752	Research various research-based interventions and accelerated curriculum for high school students...	Villani, Elena	7/18/2016	List of curriculum materials	7/22/2016 one-time
G1.B1.S1.A2 A301753	Contact the district curriculum leaders and vendors to discuss an alignment with the Core programs.	Villani, Elena	7/25/2016		7/25/2016 one-time
G2.B1.S1.A1 A301771	Solicit staff, students, and administrator participation for a SWPB Committee (could also be...	Franco, Joey	8/4/2016	List of committee members and roles	8/12/2016 one-time
G2.B1.S1.A2 A301772	The committee will brainstorm ideas that would make to celebrate students teachers and staff....	Franco, Joey	8/5/2016	Revised SWPBS Matrix	8/12/2016 one-time
G2.B1.S1.A3 A301773	A representative from the committee will meet with the administrative to team discuss 3-4 items...	Franco, Joey	8/8/2016	Meeting Agenda	8/12/2016 one-time
G2.B1.S1.A4 A301774	The Administration will agree on 2- 3 items to implement for the school year to reinforce positive...	Franco, Joey	8/8/2016	SWPB Plan	8/12/2016 one-time
G1.B2.S1.A1 A301764	Research various engagement strategies .		8/17/2016	List of resources	8/19/2016 one-time
G1.B2.S1.A2 A301765	Contact professional developers to arrange for training a group of potential school-based trainers...		8/17/2016		8/19/2016 one-time
G1.B2.S1.A3 A301766	Order the approved materials/ programs for student engagement strategies		8/31/2016	Agendas, sign-in sheets, Lesson Plans	8/31/2016 one-time
G2.B2.S1.A1 A301777	The professional development team will research an in house PD that would support relationship...		8/15/2016		8/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 M306384	Monitor student data to ensure action steps are effective and there is evidence of student growth...	Villani, Elena	9/26/2016	Performance Matters data, Notes from Department and Learning Team Meetings	9/26/2016 monthly
G1.B1.S1.A3 A301754	Order class novels and approved research based programs for interventions and acceleration	Villani, Elena	8/1/2016	Invoices, Lesson Plans	10/31/2016 one-time
G1.B1.S1.A10 A301761	Tutorial and enrichment will be provided for targeted students after school and on Saturdays...	Wester, Kendra	10/10/2016	Tutorial packets: tutorial time sheets, student sign-in sheets for each day, lesson plans for each day, teacher sign-in sheets	4/21/2017 daily
G2.B2.S1.A8 A301784	Parent University trainings will offer break-out sessions for parents on a variety of topics:...	Wester, Kendra	9/15/2016	Invitations, agendas, sign-n sheets, presentations or handouts, and parent evaluations	5/26/2017 monthly
G2.MA1 M306397	Review Performance Matters and EDW student reports and weekly guidance reports that indicate...	Villani, Elena	9/5/2016	EDW/Performance Matters Data Guidance Reports, School-based assessment reports	5/31/2017 monthly
G1.MA1 M306389	Review school-based department common assessments and district standards based assessments for...	Alfonso, David	9/30/2016	Item analysis reports from Performance Matters from FSQ's and USA's, school based common assessment data	6/2/2017 monthly
G1.MA2 M306390	Review EWS data for discipline and attendance data	Alfonso, David	9/30/2016	Early Warning System data for discipline and attendance	6/2/2017 monthly
G2.MA2 M306398	Review Discipline and Behavior Data	Alfonso, David	10/3/2016	EDW and TERMS discipline Data	6/2/2017 monthly
G1.B1.S1.MA1 M306385	Monitor Professional Development, Professional Learning Community, and Department Meetings.	Villani, Elena	8/15/2016	walk-through checklists, notes from teacher chats, notes from monthly curriculum planning meetings	6/2/2017 monthly
G1.B1.S1.A4 A301755	Meet with teachers in various departments to explore new curriculum materials	Wester, Kendra	8/8/2016	Department Meeting Agendas, Feedback from teacher teams	6/2/2017 one-time
G1.B1.S1.A5 A301756	Plan ongoing professional development to support teachers in the use of the curriculum materials...	Villani, Elena	8/1/2016	Professional Development Plan, Professional Learning Community notes, lesson plans	6/2/2017 monthly
G1.B1.S1.A6 A301757	Implement ongoing professional development to support teachers in the use of the curriculum...	Villani, Elena	8/8/2016	PD agenda PLC notes, lesson plans	6/2/2017 monthly
G1.B1.S1.A12 A301763	Implement Critical Thinking classes to enrich and support student literacy	Wester, Kendra	8/15/2016	Student literacy assessments, master schedule	6/2/2017 daily
G1.B2.S1.MA1 M306386	Review discipline and attendance data		10/31/2016	Early Warning Systems Discipline and Attendance Data	6/2/2017 monthly
G1.B2.S1.MA3 M306387	Conduct teacher and student climate surveys		10/31/2016	Survey results	6/2/2017 monthly
G1.B2.S1.MA1 M306388	Conduct walk-through to observe and provide feedback to teachers regarding implementation	Villani, Elena	11/7/2016	Walk-through notes	6/2/2017 weekly
G1.B2.S1.A5 A301768	Implement ongoing professional development and provide support for teachers in the use of the...		10/3/2016		6/2/2017 monthly
G2.B1.S1.MA1 M306391	Monitor student data to ensure action steps are effective and there is evidence of student growth...	Alfonso, David	8/31/2016	School-based and District based assessment data	6/2/2017 monthly
G2.B1.S1.MA1 M306392	Admin and SWPBS team will conduct walk-through to monitor fidelity of implementation	Alfonso, David	9/16/2016	walk-through checklists and notes	6/2/2017 biweekly
G2.B1.S1.A5 A301775	Implement SWPBS plan	Franco, Joey	8/15/2016	walk-through, photos	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A6 A301776	The SWPBS team will develop a survey to gather feedback from the entire school body	Franco, Joey	9/30/2016	Survey data	6/2/2017 quarterly
G1.B1.S1.A7 A301758	Provide authentic, project-based, technology-infused, and hands-on learning opportunities to engage...	Alfonso, David	8/15/2016	Usage reports, lesson plans	6/8/2017 daily
G1.B1.S1.A8 A301759	Resource teacher serving as graduation coach will provide support and guidance to all seniors to...	Alfonso, David	8/8/2016	Schedule, monitoring logs, communication logs, conference notes	6/8/2017 daily
G1.B1.S1.A9 A301760	Credit recovery lab will be staffed by out-of-system tutor and be available to students at risk of...	Villani, Elena	8/15/2016	Out-of-system tutor's schedule, master schedule, class rosters, sample progress monitoring	6/8/2017 daily
G1.B1.S1.A11 A301762	Adaptive Technologies will assist in gauging students' progress in reaching mastery of identified...	Villani, Elena	8/29/2016	Usage reports; technology usage reflected in lesson plans	6/8/2017 daily
G1.B2.S1.A6 A301769	Curriculum planning will be scheduled for summer months and after school for teachers to analyze...	Alfonso, David	7/1/2016	Planning notes, schedule	6/8/2017 every-6-weeks
G1.B2.S1.A7 A301770	Reading resource teacher will provide supplemental instruction in reading, including the homeless...	Wester, Kendra	8/22/2016	Resource teacher's schedule, group attendance, lesson plans	6/8/2017 daily
G2.B2.S1.A6 A301782	Single School Culture Coordinator will work with teachers to build single school culture for...	Alfonso, David	8/8/2016	Schedule, Meeting Notes	6/8/2017 daily
G2.B2.S1.A7 A301783	Provide consistent and effective communication to parents to ensure timely notifications and...	Wester, Kendra	8/22/2016	sample communication to parents - letters, flyers, emails, conference notes, marquee pictures, snapshots from edline page, call logs, electronic newsletters, paper newsletters	6/8/2017 weekly
G2.B2.S1.A9 A301785	Graduation coach will ensure parents of students who are at risk for not graduating are informed of...	Williams, Marcus	9/6/2016	Schedule, Notes	6/8/2017 weekly

V. Professional Development Opportunities

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

G1. If Palm Beach Lakes High School provides an education for students where instruction is well planned, deliberately implemented, relevant and engaging using research based curriculum programs then there will be an increase in student achievement in all areas inclusive of the high school graduation rate.

G1.B2 There is a lack of student engagement in the classrooms.

G1.B2.S1 Provide resources and professional development to teachers and staff on effectively using research based student engagement strategies.

PD Opportunity 1

Order the approved materials/ programs for student engagement strategies

Facilitator

Participants

Schedule

On 8/31/2016

PD Opportunity 2

Implement ongoing professional development and provide support for teachers in the use of the researched based student engagement strategies for instruction.

Facilitator

Participants

Schedule

Monthly, from 10/3/2016 to 6/2/2017

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	Research various research-based interventions and accelerated curriculum for high school students aligned to the Florida State Standards.				$0.00
2	G1.B1.S1.A10	Tutorial and enrichment will be provided for targeted students after school and on Saturdays including SAT/ACT tutorial prioritizing seats for homeless and migrant students.				$31,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900	100-Salaries	1851 - Palm Beach Lakes High School	Title I, Part A		$16,000.00
			Notes: Tutorss			
	5900	510-Supplies	1851 - Palm Beach Lakes High School	Title I, Part A		$3,000.00
			Notes: Supplies for tutorial - binders, composition books, writing utensils, paper, ink, cornell/notes/colored/chart paper, consumables, science lab materials			
	5900	651-Bus(es)	1851 - Palm Beach Lakes High School	Title I, Part A		$12,000.00
			Notes: Tutorial bus transporation			
3	G1.B1.S1.A11	Adaptive Technologies will assist in gauging students' progress in reaching mastery of identified standards				$48,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6000		1851 - Palm Beach Lakes High School	Title I, Part A		$45,151.00
			Notes: laptops			
	6000		1851 - Palm Beach Lakes High School	Title I, Part A		$2,949.00
			Notes: laptop charging cart			
4	G1.B1.S1.A12	Implement Critical Thinking classes to enrich and support student literacy				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	510-Supplies	1851 - Palm Beach Lakes High School	Title I, Part A		$20,000.00
			Notes: SAT/ACT Prep Workbooks			
5	G1.B1.S1.A2	Contact the district curriculum leaders and vendors to discuss an alignment with the Core programs.				$0.00
6	G1.B1.S1.A3	Order class novels and approved research based programs for interventions and acceleration				$8,992.45

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000		1851 - Palm Beach Lakes High School	Title I, Part A		$8,992.45
			Notes: class novels			
7	G1.B1.S1.A4	Meet with teachers in various departments to explore new curriculum materials				$0.00
8	G1.B1.S1.A5	Plan ongoing professional development to support teachers in the use of the curriculum materials and aligning the materials to the standards				$26,400.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	1851 - Palm Beach Lakes High School	Title I, Part A		$2,669.00
			Notes: Out of state travel- IRA (international Reading Association) AVID Association for Supervision and Curriculum Development (ASCD) National Council for Teachers of Mathematics (NCTM), ELL and ESE conferences			
	6400	120-Classroom Teachers	1851 - Palm Beach Lakes High School	Title I, Part A		$18,031.00
			Notes: Out of County Travel- Teachers to attend professional development conferences such as Future Education Technology (FETC), AVID, Florida Reading Association, AICE			
	6400	120-Classroom Teachers	1851 - Palm Beach Lakes High School	Title I, Part A		$300.00
			Notes: Webinars and Virtual training such as NSTA virtual conference.			
	6400	120-Classroom Teachers	1851 - Palm Beach Lakes High School	Title I, Part A		$2,400.00
			Notes: In county Training AICE, AVID			
	6400	140-Substitute Teachers	1851 - Palm Beach Lakes High School	Title I, Part A		$3,000.00
			Notes: PD subs			
9	G1.B1.S1.A6	Implement ongoing professional development to support teachers in the use of the curriculum materials and aligning the materials to the standards				$0.00
10	G1.B1.S1.A7	Provide authentic, project-based, technology-infused, and hands-on learning opportunities to engage students in the learning process.				$6,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6000	510-Supplies	1851 - Palm Beach Lakes High School			$6,000.00
			Notes: Supplies-ink/toner, colored pencils, highlighters, composition books, post-its, binders, pens/pencils, loose leaf/cornell/colored/chart/loose leaf paper, zikes foldable materials, math and science consumable lab materials			
11	G1.B1.S1.A8	Resource teacher serving as graduation coach will provide support and guidance to all seniors to ensure graduation on time by tracking and monitoring graduation requirements and student data.				$66,842.45

	Function	Object	Budget Focus	Funding Source	FTE	2016-17

		Function	Object	Budget Focus	Funding Source	FTE	2016-17
		6000	100-Salaries	1851 - Palm Beach Lakes High School		1.0	$66,342.45
				Notes: Graduation Coach			
		6000	510-Supplies	1851 - Palm Beach Lakes High School			$500.00
				Notes: Supplies for Graduation Coach: paper, ink, binders, binder clips, folders, pens, pencils			
12	G1.B1.S1.A9	**Credit recovery lab will be staffed by out-of-system tutor and be available to students at risk of not graduating on time.**					**$19,533.15**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
		6000	150-Aides	1851 - Palm Beach Lakes High School	Title I, Part A		$19,533.15
				Notes: Core Content 9-12			
13	G1.B2.S1.A1	**Research various engagement strategies .**					**$0.00**
14	G1.B2.S1.A2	**Contact professional developers to arrange for training a group of potential school-based trainers on the engagement strategies.**					**$20,000.00**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
		6400	120-Classroom Teachers	1851 - Palm Beach Lakes High School	Title I, Part A		$20,000.00
				Notes: Kagan and other PD			
15	G1.B2.S1.A3	**Order the approved materials/ programs for student engagement strategies**					**$10,000.00**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
		6400	120-Classroom Teachers	1851 - Palm Beach Lakes High School	Title I, Part A		$10,000.00
				Notes: PD materials			
16	G1.B2.S1.A4	**Plan ongoing professional development and support for teachers in the use of the student engagement strategies for instruction.**					**$0.00**
17	G1.B2.S1.A5	**Implement ongoing professional development and provide support for teachers in the use of the researched based student engagement strategies for instruction.**					**$0.00**
18	G1.B2.S1.A6	**Curriculum planning will be scheduled for summer months and after school for teachers to analyze data, develop lesson maps, focus calendars, and pacing guides in a collaborative setting.**					**$17,000.01**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
		6000	100-Salaries	1851 - Palm Beach Lakes High School	Title I, Part A		$17,000.01
				Notes: Pay teachers for additional planning			
19	G1.B2.S1.A7	**Reading resource teacher will provide supplemental instruction in reading, including the homeless and migrant population, through a push in model.**					**$67,082.27**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6000	100-Salaries	1851 - Palm Beach Lakes High School	Title I, Part A	1.0	$66,342.45
			Notes: Reading 9-12			
	6000	140-Substitute Teachers	1851 - Palm Beach Lakes High School	Title I, Part A		$739.82
			Notes: Subs for Resource Teacher			
20	G2.B1.S1.A1	Solicit staff, students, and administrator participation for a SWPB Committee (could also be student counsel members).				$0.00
21	G2.B1.S1.A2	The committee will brainstorm ideas that would make to celebrate students teachers and staff. Review current expectation and revise expectations expectations if needed.				$0.00
22	G2.B1.S1.A3	A representative from the committee will meet with the administrative to team discuss 3-4 items they would like to implement for positive recognition. (include projected budget and available resources)				$0.00
23	G2.B1.S1.A4	The Administration will agree on 2- 3 items to implement for the school year to reinforce positive recognition				$0.00
24	G2.B1.S1.A5	Implement SWPBS plan				$0.00
25	G2.B1.S1.A6	The SWPBS team will develop a survey to gather feedback from the entire school body				$0.00
26	G2.B2.S1.A1	The professional development team will research an in house PD that would support relationship building				$0.00
27	G2.B2.S1.A2	Schedule the PD . Be sure to include time for follow-up training sessions				$0.00
28	G2.B2.S1.A3	Teachers, Staff, Training begin to plan and implement strategies received from the relationship building PD.				$0.00
29	G2.B2.S1.A4	Admin team conducts walkthrough to observe the level of implementation and invite members from the District office, and other community members to walk-through				$0.00
30	G2.B2.S1.A5	Admin team provides feedback to staff regarding observation from school, district, and community leaders.				$0.00
31	G2.B2.S1.A6	Single School Culture Coordinator will work with teachers to build single school culture for academics, behavior and climate on our campus.				$87,149.04
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6000	100-Salaries	1851 - Palm Beach Lakes High School	Title I, Part A	1.0	$84,149.04
			Notes: SSCC			
	6000	700-Other Expenses	1851 - Palm Beach Lakes High School	Title I, Part A		$3,000.00
			Notes: Supplies for SSCC			

32	G2.B2.S1.A7	Provide consistent and effective communication to parents to ensure timely notifications and information regarding school events and pertinent academic requirements. [copy]			$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150		1851 - Palm Beach Lakes High School	Title I, Part A		$3,000.00
			Notes: Postage for parent mailings			
	6150		1851 - Palm Beach Lakes High School	Title I, Part A		$4,000.00
			Notes: Paper for communication, ink, envelopes			
33	G2.B2.S1.A8	Parent University trainings will offer break-out sessions for parents on a variety of topics: FAFSA, FSA, Graduation requirements, etc. [copy]			$3,435.49
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1851 - Palm Beach Lakes High School			$2,000.00
			Notes: Guidance counselors/teachers to conduct trainings			
			1851 - Palm Beach Lakes High School			$1,435.49
			Notes: FI - supplies: paper, chart paper, ink/toner, folders, refreshments, paper goods, pens, pencils, paper clips, staples, brochures			
34	G2.B2.S1.A9	Graduation coach will ensure parents of students who are at risk for not graduating are informed of student's status and steps necessary to graduate on time. [copy]			$499.99
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1851 - Palm Beach Lakes High School			$149.99
			Notes: postage for parent mailings			
			1851 - Palm Beach Lakes High School			$350.00
			Notes: mileage for home visits			
					Total:	$439,034.85