

The School District of Palm Beach County

Palm Beach Lakes High School



2017-18 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) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| High School 9-12 | Yes | 92% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 96% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | D | D | 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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 10 |
| Effective Leadership | 11 |
| Public and Collaborative Teaching | 16 |
| Ambitious Instruction and Learning | 17 |
| 8-Step Planning and Problem Solving Implementation | 22 |
| Goals Summary | 22 |
| Goals Detail | 22 |
| Action Plan for Improvement | 25 |
| Appendix 1: Implementation Timeline | 46 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 49 |
| Professional Development Opportunities | 49 |
| Technical Assistance Items | 52 |
| Appendix 3: Budget to Support Goals | 0 |

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Palm Beach Lakes High School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Teachers attend weekly professional learning communities where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Additionally, teachers work together to develop 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 cards. 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.

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, course curriculum 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

In our African History and African-American Studies courses specifically, all ninth grade students engage in learning about the contribution of the African and African-American communities to instill a sense of pride within our student population.

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 team-building 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 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 Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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.

We also integrate the Pillars of Effective instruction to ensure our students feel safe and respected. The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community. Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 be compiled and analyzed by administration and staff.

Administration will ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. Furthermore, administration will utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their

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

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 | 30 | 78 | 33 | 27 | 168 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 | 136 | 128 | 85 | 491 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 247 | 280 | 194 | 150 | 871 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 378 | 412 | 420 | 214 | 1424 |

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 | 236 | 278 | 217 | 117 | 848 |

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); Safe School Counselors, NVPs and support team

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/428861>.

2. Description

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

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

The school welcomes and encourages members of the community and business partners to participate in school related events. Through the magnet/choice program, performing arts 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.

C. Effective Leadership

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 |
| Gibson, Vera | Instructional Coach |
| Gray-McCray, Rosalind | Assistant Principal |
| Hands, Tera | Teacher, Career/Technical |
| Thomas, Wanda | School Counselor |
| Williams, Michael | Assistant Principal |
| DeLuz, Nikkia | Assistant Principal |
| Jackson, Arielle | Other |

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.

SSCC, PLC Leaders 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:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. 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 train certain teachers, collaborative planning, supplemental resources and adaptive technologies. Professional development focuses for the FY18 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 FY18 school year include involving 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, AICE, Industry Certifications, Dual Enrollment, College and Career 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 bilingual instruction in Reading, Science 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 |
| Rena Williams | Parent |
| Sharina Gilbert | Parent |
| Claudaja Registe | Student |
| Joey Franco | Teacher |
| David Alfonso | Principal |
| Laura Yaun | Teacher |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 31st, 2017, a presentation was given to SAC regarding the 2017-18 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, adaptive technologies, credit recovery tutors as well as 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 |
| Villani, Elena | Assistant Principal |
| DeLuz, Nikkia | Assistant Principal |
| Defillippo, Ben | Other |
| Jackson, Arielle | Other |
| Kelly, Mercia | Teacher, K-12 |
| Tooks-Riley, Keshia | Teacher, K-12 |
| Russo, Misty | Teacher, ESE |
| Gray-McCray, Rosalind | Assistant Principal |
| Johnson, Andrea | Teacher, K-12 |
| Bell, Tamara | Assistant Principal |
| Elie, Yvrose | Teacher, K-12 |

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 professional 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 from America Corp 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

- Adaptive Technologies and programs such as Reading Plus! and iXL
- Intensive Reading Classes for all Level 1 Students and Reading through the Content Area of Social Studies for their second literacy block with CLS trained teachers
- Critical Thinking classes for all Level 2 Students along with a Writing class to provide additional support

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Positive working relationships are fostered between teachers through Professional Learning Communities. 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 Community 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- Subject - Mentors

Aguilar, Boris Reading Elie
Brisbane, Ryan O Social Studies Kohl
Caban-Perez, Joshua Science Belcher
Vacant Science Price
Chutkan, Suni Science Cecchini
Colvin, Lynnette Social Studies Bak
Cutrona, Stephanie English Householder
Dotterweich, Rebecca Social Studies Curra
Felix, Jhonny Math Franco
Geiger, Kira English Carlisle
Gowie, Derrick English Darling
Hayes, Lynne R English Pender
Jenkins, Madalyn L Reading Kelly
Johnson, Mauratae Social Studies J. Smith
Laurent, Smith Social Studies Levy
Lee, Brett Social Studies S. Robinson
Martinez-Oquendo, Eileen English B. DeFillippo
Rodriguez, Ruben Science D. Gibson
Rosa-Morales, Marta Science Cave, H
Stokes, LaTigre English Dansby
Tabron, Anthony LaVoy Choice Sgt. Oakley
Tuman, Steve English Took
Vacant Reading Ewers
Valdivia-Ramirez, Dora Bertha Social Studies Steins
Van Treese, Jeffrey Choice T. Hands
Walker, Frank Social Studies Mears
Wright, Meredith Science Millien
Wyly, William Allen Math Rodriguez, N
Young, Courtney Elizabeth Science Belcher

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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: 25,400

After school tutorials are conducted Monday - Thursday 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 and Career 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

Villani, Elena, elena.villani@palmbeachschools.org

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

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

Strategy: Weekend Program

Minutes added to school year: 7,200

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Green, Sonya, sonya.green@palmbeachschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 school guidance counselors, Graduation Coach and AVID teacher to meet with students and disseminate information about colleges and careers. 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, JMROTC 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 Bundle, Dream Weaver, Photoshop, Illustrator,

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, AICE, Dual Enrollment or Industry Certification 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all the students, then we will increase 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 we deliver effective and relevant instruction to meet the needs of all the students, then we will increase the high school graduation rate. **1a**

 G094794

Targets Supported **1b**

| Indicator | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 90.0 |
| 4-Year Grad Rate (Standard Diploma) | 83.0 |
| FSA ELA Achievement | 25.0 |
| Algebra I EOC Pass Rate | 26.0 |
| Bio I EOC Pass | 36.0 |
| U.S. History EOC Pass | 47.0 |

Targeted Barriers to Achieving the Goal **3**

- We have a challenge understanding the depths of the standards and developing rigorous standards-based lessons that incorporate scaffolds, provide opportunities for students to work together, and lessons that embed personalized learning opportunities.

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.
- Single School Culture Coordinator
- Guidance Counselors
- District Instructional Specialists
- Adaptive Technologies (iXL, Reading Plus!, Laptop I-Pads and Carts) for online resources and programs to supplement instruction.

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 9/29/2017 to 6/1/2018

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 9/28/2017 to 6/1/2018

Evidence of Completion

Early Warning System data for discipline and attendance

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

 = Problem Solving Step  S123456 = Quick Key


G1. If we deliver effective and relevant instruction to meet the needs of all the students, then we will increase the high school graduation rate. **1**

 G094794

G1.B2 We have a challenge understanding the depths of the standards and developing rigorous standards-based lessons that incorporate scaffolds, provide opportunities for students to work together, and lessons that embed personalized learning opportunities. **2**

 B254904

G1.B2.S1 Provide staff with various professional learning opportunities that ensure they are equipped with an understanding of planning and delivering standards-based instruction grounded in the expectation that all students can succeed. **4**

 S269322

Strategy Rationale

If we provide staff with professional learning opportunities to build the capacity of delivering standards-based instruction grounded in the expectation that all students can succeed, then the students will be empowered and supported through high expectations to be college and career ready.

Action Step 1 **5**

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

Person Responsible

Nikkia DeLuz

Schedule

On 6/1/2018

Evidence of Completion

List of curriculum materials

Action Step 2 5

District and Regional specialists will serve as mentors to provide support to new teachers to guide them with standards alignment.

Person Responsible

Nikkia DeLuz

Schedule

On 6/1/2018

Evidence of Completion

List of vendors and district specialist

Action Step 3 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

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Professional Development Plan, Professional Learning Community notes, lesson plans

Action Step 4 5

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

Person Responsible

Elena Villani

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PD agenda PLC notes, lesson plans

Action Step 5 5

Teachers will receive training and support on Adaptive Technologies that will be used in gauging students' progress in reaching mastery of identified standards

Person Responsible

Elena Villani

Schedule

On 10/27/2017

Evidence of Completion

Usage reports; technology usage reflected in lesson plans

Action Step 6 5

Leadership team members and district specialists will support and guide teachers with analyzing formative data to identify specific student needs.

Person Responsible

David Alfonso

Schedule

Every 3 Weeks, from 9/8/2017 to 5/25/2018

Evidence of Completion

Data Reports and Lesson Plans

Action Step 7 5

Provide support and guidance to teachers in developing explicit standards based lesson plans which embed appropriate scaffolds to meet students' needs identified after analyzing data.

Person Responsible

David Alfonso

Schedule

Every 3 Weeks, from 9/8/2017 to 5/25/2018

Evidence of Completion

Lesson Plans

Action Step 8 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

David Alfonso

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Walkthrough notes and teacher feedback

Action Step 9 5

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

Person Responsible

David Alfonso

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Faculty Meeting Agenda and Sign-in Sheets

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

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

Person Responsible

Elena Villani

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Notes from monthly curriculum planning meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.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

David Alfonso


Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Performance Matters data, Notes from Department and Professional Learning Community Meetings

G1.B2.S2 Provide students with a supportive environment that empowers and supports them through high expectations to be college and career ready. 4

 S269323

Strategy Rationale

If we provide students and families with a supportive environment that empowers and supports them through high expectation then students will college and career ready.

Action Step 1 5

Tutorial and enrichment will be provided for targeted students to ensure they receive adequate support for academic success (intervention for FSA, SAT/ACT and PERT).

Person Responsible

Elena Villani

Schedule

Daily, from 8/21/2017 to 5/25/2018

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 2 5

Implement Critical Thinking and Writing classes for all our Level 2 students that provide additional support with the short and essay based written responses

Person Responsible

Nikkia DeLuz

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student literacy assessments, master schedule

Action Step 3 5

All Level 1 Students are scheduled for an Intensive Reading class and will receive their 2nd literacy block through the content area - specifically Social Studies

Person Responsible

Nikkia DeLuz

Schedule

On 6/1/2018

Evidence of Completion

Student literacy assessments, master schedule

Action Step 4 5

Level 1 Students in Math will be placed in a Liberal Arts Math class to provide a year of remediation to build on the foundational knowledge for Algebra 1 and Geometry.

Person Responsible

Michael Huggins

Schedule

On 6/1/2018

Evidence of Completion

EDW Data, master schedule

Action Step 5 5

10th grade students were all required to take Digital Information Technology to increase accelerated coursework opportunities.

Person Responsible

Michael Williams

Schedule

On 6/1/2018

Evidence of Completion

Master Schedule

Action Step 6 5

Students scoring a level 3 or higher were encouraged and placed in honors, AICE or AP courses to increase accelerated coursework opportunities

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

Student conference notes, class rosters

Action Step 7 5

Additional AICE courses were added to the masterboard to increase the menu of opportunities for students to enroll

Person Responsible

David Alfonso

Schedule

On 8/31/2017

Evidence of Completion

Masterboard

Action Step 8 5

10th grade students scoring a level 1 in reading are enrolled in Earth Space Science to serve as an additional year of remediation and foundation building to effectively prepare for the Biology EOC.

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

Class Rosters, masterboard

Action Step 9 5

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

Person Responsible

David Alfonso

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 10 5

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

Person Responsible

Wanda Thomas

Schedule

Monthly, from 9/15/2017 to 5/25/2018

Evidence of Completion

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

Action Step 11 5

Graduation coach from AmeriCorp 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.

Person Responsible

Elena Villani

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Schedule, Notes

Action Step 12 5

Mentors will be assigned to at-risk students entering 9th grade to partner with the students which will ensure they have a support system in place as they make their way through their freshman year in high school.

Person Responsible

Elena Villani

Schedule

Weekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Mentor list, mentor schedule, progress of students, student feedback

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

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

Person Responsible

David Alfonso

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Walk-through notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Review discipline and attendance data

Person Responsible

Arielle Jackson

Schedule

Monthly, from 8/31/2017 to 6/1/2018

Evidence of Completion

Early Warning Systems Discipline and Attendance Data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Conduct teacher and student climate surveys

Person Responsible

David Alfonso

Schedule

Monthly, from 4/30/2018 to 6/1/2018

Evidence of Completion

Survey results

G1.B2.S3 (UniSIG) The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

S269324

Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

Action Step 1 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 9/22/2017 to 6/30/2018

Evidence of Completion

Payroll summary reports

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 1/8/2018 to 7/31/2018

Evidence of Completion

Payroll progress as shared with Executive Cabinet

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Compare historic and current teacher retention data at the project schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Triannually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Teacher vacancy and retention data as evidenced by Principal Dashboard.

G1.B2.S4 (UniSIG) Provide small group instructional supports for high-needs learners to assist them in becoming successful, independent learners. 4

S269325

Strategy Rationale

The use of Academic Tutors who co-plan and co-teach with the primary classroom teacher in the classroom has been documented in The School District of Palm Beach County as the primary contributing factor for Wynnebrook Elementary School's unbroken record of a consecutive school grades of A since 2003 despite its designation as a Title I school with 93% FRL. The model was implemented last year at Washington Elementary Magnet School, a Title I school with 96% FRL. The school improved its school grade from an F in 2016 to a B in 2017. Academic Tutors may come from the communities of the schools they serve further reinforcing positive school culture and support.

Action Step 1 5

The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

Action Step 2 5

Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.

Person Responsible

David Alfonso

Schedule

Daily, from 10/2/2017 to 7/31/2018

Evidence of Completion

School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

The School District Department of Human Resources will ensure all diligence has been taken to hire Academic Tutors for the identified schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 10/2/2017 to 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Conduct school visits to monitor use of Academic Tutors

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/31/2018

Evidence of Completion

Schedule of school visits

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in the classroom.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard

G1.B2.S5 (UniSIG) Implement research-based, adaptive instruction delivered in digital and blended learning environments. 4

S269326

Strategy Rationale

Achieve 3000 is a research-based reading program that delivers daily differentiated instruction for nonfiction reading and writing that's tailored to each student's Lexile® reading level. The online differentiated learning platform engages learners at their individual reading levels and challenges them to improve their literacy skills with texts of increasing complexity. The computer based platform provides standards-based lessons and a large repository of articles aligned to topics in most major textbooks through a personalized, computer adaptive learning component.

Action Step 1 5

The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation of the personalized, computer adaptive instruction in grades 9-10 English Language Arts and Grade 10 Social Studies.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 2/2/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 5

Provide professional development for Achieve 3000 implementation at the identified secondary schools.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 12/1/2017

Evidence of Completion

Achieve 3000 Professional Development Plan and PD records

Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks have been ordered and deployed for students at the identified secondary schools.

Person Responsible

Diana Fedderman

Schedule

On 12/22/2017

Evidence of Completion

Purchase and distribution records

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 7

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules

G1.B2.S6 (UniSIG) Implement literacy instruction focused on research-based core practices using complex, grade level texts. 4

S269327

Strategy Rationale

The Palm Beach Model of Instruction is a research-based approach to teaching and learning focused on three core practices (Reading Between the Lines: What the ACT reveals about college readiness in reading 2006):

- * Focus each lesson on high-quality, complex text(s).
- * Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by standards.
- * Provide all students with opportunities to engage in the work of the lesson.

The School District of Palm Beach County implemented a pilot focused on the three core practices utilizing Core Knowledge Language Arts (CKLA) during the 2016-17 school year. From January through June of 2017, the materials were utilized in 42 Grade 2 classrooms in 5 schools. The work was supported by a staff developer that worked with teachers in PLCs and during modeling to ensure fidelity of implementation. Improved student achievement around the three core actions (use of complex text, standards-based tasks, and engagement) was documented in the pilot.

Action Step 1 5

The District will purchase Engage, the CLKA secondary curriculum for grades 11-12.

Person Responsible

Diana Fedderman

Schedule

On 7/27/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 5

The District will implement the Engage Curriculum in grades 11-12.

Person Responsible

Diana Fedderman

Schedule

Daily, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum materials in place, teacher lesson plans, classroom walk through/Observation data

Action Step 3 5

Teachers will participate in professional development to improve practice for implementing rigorous, standards-based instruction using the new materials.

Person Responsible

David Alfonso

Schedule

Quarterly, from 9/22/2017 to 7/27/2018

Evidence of Completion

PD records and sign in sheets, Substitute records

Action Step 4 5

In collaboration with the District's Academic Office, Department of Teaching and Learning, and school staff, Urban Policy Development (UPD) will work as a partner to provide professional development, coaching, data analysis, and support for managing and expanding the Core Knowledge Language Arts project to UniSIG schools K-12 to build teacher, school, regional and district instructional leadership capacity to meet project goals and improve student achievement.

Person Responsible

Diana Fedderman

Schedule

Weekly, from 9/22/2017 to 7/27/2018

Evidence of Completion

Professional development and coaching records, data collection and analysis, learning walk and observation data

Plan to Monitor Fidelity of Implementation of G1.B2.S6 6

Teachers will demonstrate instructional practices implementing the three core actions (use of complex text, standards-based tasks, and engagement) using the Engage program.

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/Observation data

Plan to Monitor Effectiveness of Implementation of G1.B2.S6 7

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

Person Responsible

. Regional Superintendent

Schedule

Triannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Classroom Walk-through and Observation data, Principal and Principal Supervisor Dashboard, Data Review Schedules

IV. Implementation Timeline











| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|--|-------------------------------|--|----------------------------|
| 2018 | | | | | |
| G1.B2.S2.A7 A359550 | Additional AICE courses were added to the masterboard to increase the menu of opportunities for... | Alfonso, David | 8/1/2017 | Masterboard | 8/31/2017 one-time |
| G1.B2.S1.A5 A359539 | Teachers will receive training and support on Adaptive Technologies that will be used in gauging... | Villani, Elena | 8/14/2017 | Usage reports; technology usage reflected in lesson plans | 10/27/2017 one-time |
| G1.B2.S5.A2 A359561 | Provide professional development for Achieve 3000 implementation at the identified secondary... | Oswald, Keith, Chief Academic Officer | 10/2/2017 | Achieve 3000 Professional Development Plan and PD records | 12/1/2017 one-time |
| G1.B2.S5.MA1 M384158 | The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks... | Fedderman, Diana | 10/2/2017 | Purchase and distribution records | 12/22/2017 one-time |
| G1.B2.S5.A1 A359560 | The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation... | Oswald, Keith, Chief Academic Officer | 10/2/2017 | Purchase and distribution records | 2/2/2018 one-time |
| G1.B2.S1.MA1 M384147 | Monitor student data to ensure action steps are effective and there is evidence of student growth... | Alfonso, David | 9/1/2017 | Performance Matters data, Notes from Department and Professional Learning Community Meetings | 5/25/2018 monthly |
| G1.B2.S1.A6 A359540 | Leadership team members and district specialists will support and guide teachers with analyzing... | Alfonso, David | 9/8/2017 | Data Reports and Lesson Plans | 5/25/2018 every-3-weeks |
| G1.B2.S1.A7 A359541 | Provide support and guidance to teachers in developing explicit standards based lesson plans which... | Alfonso, David | 9/8/2017 | Lesson Plans | 5/25/2018 every-3-weeks |
| G1.B2.S1.A8 A359542 | Admin team conducts walkthrough to observe the level of implementation and invite members from the... | Alfonso, David | 9/4/2017 | Walkthrough notes and teacher feedback | 5/25/2018 monthly |
| G1.B2.S1.A9 A359543 | Admin team provides feedback to staff regarding observation from school, district, and community... | Alfonso, David | 9/1/2017 | Faculty Meeting Agenda and Sign-in Sheets | 5/25/2018 monthly |
| G1.B2.S2.A1 A359544 | Tutorial and enrichment will be provided for targeted students to ensure they receive adequate... | Villani, Elena | 8/21/2017 | Tutorial packets: tutorial time sheets, student sign-in sheets for each day, lesson plans for each day, teacher sign-in sheets | 5/25/2018 daily |
| G1.B2.S2.A10 A359553 | Parent University trainings will offer break-out sessions for parents on a variety of topics:... | Thomas, Wanda | 9/15/2017 | Invitations, agendas, sign-n sheets, presentations or handouts, and parent evaluations | 5/25/2018 monthly |
| G1.B2.S2.A11 A359554 | Graduation coach from AmeriCorp will ensure parents of students who are at risk for not graduating... | Villani, Elena | 9/1/2017 | Schedule, Notes | 5/25/2018 weekly |
| G1.MA1 M384161 | Review school-based department common assessments and district standards based assessments for... | Alfonso, David | 9/29/2017 | Item analysis reports from Performance Matters from FSQ's and USA's, school based common assessment data | 6/1/2018 monthly |
| G1.MA2 M384162 | Review EWS data for discipline and attendance data | Alfonso, David | 9/28/2017 | Early Warning System data for discipline and attendance | 6/1/2018 monthly |
| G1.B2.S1.MA1 M384148 | Monitor Professional Development, Professional Learning Community, and Department Meetings. | Villani, Elena | 8/14/2017 | Notes from monthly curriculum planning meetings | 6/1/2018 monthly |
| G1.B2.S1.A1 A359535 | Teachers will research various research-based interventions and accelerated curriculum for high... | DeLuz, Nikkia | 8/14/2017 | List of curriculum materials | 6/1/2018 one-time |
| G1.B2.S1.A2 A359536 | District and Regional specialists will serve as mentors to provide support to new teachers to guide... | DeLuz, Nikkia | 8/14/2017 | List of vendors and district specialist | 6/1/2018 one-time |

Palm Beach - 1851 - Palm Beach Lakes High School - 2017-18 SIP

Palm Beach Lakes High School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|---|-------------------------------|---|------------------------|
| G1.B2.S1.A3 A359537 | Plan ongoing professional development to support teachers in the use of the curriculum materials... | Villani, Elena | 8/14/2017 | Professional Development Plan, Professional Learning Community notes, lesson plans | 6/1/2018 semiannually |
| G1.B2.S1.A4 A359538 | Implement ongoing professional development to support teachers in the use of the curriculum... | Villani, Elena | 8/14/2017 | PD agenda PLC notes, lesson plans | 6/1/2018 monthly |
| G1.B2.S2.MA1 M384149 | Review discipline and attendance data | Jackson, Arielle | 8/31/2017 | Early Warning Systems Discipline and Attendance Data | 6/1/2018 monthly |
| G1.B2.S2.MA3 M384150 | Conduct teacher and student climate surveys | Alfonso, David | 4/30/2018 | Survey results | 6/1/2018 monthly |
| G1.B2.S2.MA1 M384151 | Conduct walk-through to observe and provide feedback to teachers regarding implementation | Alfonso, David | 8/28/2017 | Walk-through notes | 6/1/2018 weekly |
| G1.B2.S2.A2 A359545 | Implement Critical Thinking and Writing classes for all our Level 2 students that provide... | DeLuz, Nikkia | 8/14/2017 | Student literacy assessments, master schedule | 6/1/2018 daily |
| G1.B2.S2.A3 A359546 | All Level 1 Students are scheduled for an Intensive Reading class and will receive their 2nd... | DeLuz, Nikkia | 8/14/2017 | Student literacy assessments, master schedule | 6/1/2018 one-time |
| G1.B2.S2.A4 A359547 | Level 1 Students in Math will be placed in a Liberal Arts Math class to provide a year of... | Huggins, Michael | 8/14/2017 | EDW Data, master schedule | 6/1/2018 one-time |
| G1.B2.S2.A5 A359548 | 10th grade students were all required to take Digital Information Technology to increase... | Williams, Michael | 8/14/2017 | Master Schedule | 6/1/2018 one-time |
| G1.B2.S2.A6 A359549 | Students scoring a level 3 or higher where encouraged and placed in honors, AICE or AP courses to... | | 8/14/2017 | Student conference notes, class rosters | 6/1/2018 one-time |
| G1.B2.S2.A8 A359551 | 10th grade students scoring a level 1 in reading are enrolled in Earth Space Science to serve as an... | | 8/14/2017 | Class Rosters, masterboard | 6/1/2018 one-time |
| G1.B2.S2.A9 A359552 | Provide consistent and effective communication to parents to ensure timely notifications and... | Alfonso, David | 8/14/2017 | sample communication to parents - letters, flyers, emails, conference notes, marquee pictures, snapshots from edline page, call logs, electronic newsletters, paper newsletters | 6/1/2018 weekly |
| G1.B2.S2.A12 A359555 | Mentors will be assigned to at-risk students entering 9th grade to partner with the students which... | Villani, Elena | 9/11/2017 | Mentor list, mentor schedule, progress of students, student feedback | 6/1/2018 weekly |
| G1.B2.S3.A2 A359557 | Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will... | LaCava, Gonzalo, Chief of Human Resources | 9/22/2017 | Payroll summary reports | 6/30/2018 semiannually |
| G1.B2.S4.MA1 M384154 | Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in... | Regional Superintendent, . | 9/22/2017 | Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard | 7/27/2018 semiannually |
| G1.B2.S5.MA1 M384157 | Instructional Reviews and Superintendent's Data Reviews of student data at the project schools. | Regional Superintendent, . | 9/22/2017 | Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules | 7/27/2018 semiannually |
| G1.B2.S6.MA1 M384159 | Instructional Reviews and Superintendent's Data Reviews of student data at the project schools. | Regional Superintendent, . | 9/22/2017 | Classroom Walk-through and Observation data, Principal and Principal Supervisor Dashboard, Data Review Schedules | 7/27/2018 triannually |
| G1.B2.S6.MA1 M384160 | Teachers will demonstrate instructional practices implementing the three core actions (use of... | Regional Superintendent, . | 10/2/2017 | Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/ Observation data | 7/27/2018 monthly |
| G1.B2.S6.A1 A359562 | The District will purchase Engage, the CLKA secondary curriculum for grades 11-12. | Fedderman, Diana | 10/2/2017 | Purchase and distribution records | 7/27/2018 one-time |

Palm Beach - 1851 - Palm Beach Lakes High School - 2017-18 SIP
Palm Beach Lakes High School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--|--|---|-------------------------------|---|------------------------|
| G1.B2.S6.A2  A359563 | The District will implement the Engage Curriculum in grades 11-12. | Fedderman, Diana | 10/2/2017 | Curriculum materials in place, teacher lesson plans, classroom walk through/ Observation data | 7/27/2018 daily |
| G1.B2.S6.A3  A359564 | Teachers will participate in professional development to improve practice for implementing... | Alfonso, David | 9/22/2017 | PD records and sign in sheets, Substitute records | 7/27/2018 quarterly |
| G1.B2.S6.A4  A359565 | In collaboration with the District's Academic Office, Department of Teaching and Learning, and... | Fedderman, Diana | 9/22/2017 | Professional development and coaching records, data collection and analysis, learning walk and observation data | 7/27/2018 weekly |
| G1.B2.S3.MA1  M384152 | Compare historic and current teacher retention data at the project schools. | LaCava, Gonzalo, Chief of Human Resources | 8/1/2017 | Teacher vacancy and retention data as evidenced by Principal Dashboard. | 7/31/2018 triannually |
| G1.B2.S3.MA1  M384153 | Review payroll summary reports to ensure the MOU has been implemented | LaCava, Gonzalo, Chief of Human Resources | 1/8/2018 | Payroll progress as shared with Executive Cabinet | 7/31/2018 semiannually |
| G1.B2.S3.A1  A359556 | The Division of Human Resources and Department of Labor Relations will facilitate the completion of... | LaCava, Gonzalo, Chief of Human Resources | 8/1/2017 | Signed Memorandum of Understanding | 7/31/2018 one-time |
| G1.B2.S4.MA1  M384155 | The School District Department of Human Resources will ensure all diligence has been taken to hire... | LaCava, Gonzalo, Chief of Human Resources | 10/2/2017 | Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet | 7/31/2018 semiannually |
| G1.B2.S4.MA2  M384156 | Conduct school visits to monitor use of Academic Tutors | Regional Superintendent, . | 10/2/2017 | Schedule of school visits | 7/31/2018 monthly |
| G1.B2.S4.A1  A359558 | The District will support schools in the selection and hiring of Academic Success Tutors at the... | LaCava, Gonzalo, Chief of Human Resources | 9/22/2017 | Marketing of positions, interview schedules, lists of personnel hired | 7/31/2018 one-time |
| G1.B2.S4.A2  A359559 | Academic Success Tutors support high-needs learners in small groups to ensure their needs are being... | Alfonso, David | 10/2/2017 | School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations | 7/31/2018 daily |

V. Professional Development Opportunities

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

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

G1.B2 We have a challenge understanding the depths of the standards and developing rigorous standards-based lessons that incorporate scaffolds, provide opportunities for students to work together, and lessons that embed personalized learning opportunities.

G1.B2.S1 Provide staff with various professional learning opportunities that ensure they are equipped with an understanding of planning and delivering standards-based instruction grounded in the expectation that all students can succeed.

PD Opportunity 1

District and Regional specialists will serve as mentors to provide support to new teachers to guide them with standards alignment.

Facilitator

District Specialist

Participants

Reading, ELA, Math and Social Studies Teachers

Schedule

On 6/1/2018

PD Opportunity 2

Teachers will receive training and support on Adaptive Technologies that will be used in gauging students' progress in reaching mastery of identified standards

Facilitator

Vendor and District Specialist

Participants

Reading, ELA and Math Teachers

Schedule

On 10/27/2017

PD Opportunity 3

Provide support and guidance to teachers in developing explicit standards based lesson plans which embed appropriate scaffolds to meet students' needs identified after analyzing data.

Facilitator

District Specialists

Participants

Teachers

Schedule

Every 3 Weeks, from 9/8/2017 to 5/25/2018

PD Opportunity 4

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

Facilitator

Administrators

Participants

Teachers

Schedule

Monthly, from 9/4/2017 to 5/25/2018

G1.B2.S5 (UniSIG) Implement research-based, adaptive instruction delivered in digital and blended learning environments.

PD Opportunity 1

Provide professional development for Achieve 3000 implementation at the identified secondary schools.

Facilitator

Department of Teaching and Learning

Participants

Intensive Reading and English Language Arts teachers in grades 9-10, Social Studies teachers in grade 10.

Schedule

On 12/1/2017

G1.B2.S6 (UniSIG) Implement literacy instruction focused on research-based core practices using complex, grade level texts.

PD Opportunity 1

The District will implement the Engage Curriculum in grades 11-12.

Facilitator

The Department of Teaching and Learning

Participants

Teachers at Lake Worth and Palm Beach Lakes High Schools implementing the Engage Curriculum

Schedule

Daily, from 10/2/2017 to 7/27/2018

VI. Technical Assistance Items

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