

The School District of Palm Beach County

Glades Central High School



2017-18 Schoolwide Improvement Plan

Glades Central High School

1001 SW AVENUE M, Belle Glade, FL 33430

<https://gchs.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">98%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">98%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/1/2017.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Glades Central 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.

Glades Central Community High School is committed to empowering students to reach their greatest potential which will create better options upon completion of high school.

b. Provide the school's vision statement.

Glades Central Community High School WILL be ranked one of the best schools in the nation based on school assessment data, academics, participant morale and parent/community engagement.

2. School Environment

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

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

Glades Central High School is very diverse which makes it necessary for students, teachers and parents to be accepting of others. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

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

During the first week of school, teachers will review the School Wide Positive Behavior Support Plan (SwPBS) to ensure students are familiar with the school's expected behavior. In addition, administration will review school and district rules, as they relate to student behavior, during the Raider Roadmap to Graduation class meetings.

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.

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

Professional Development (PD) is conducted to help create an environment where all stakeholders feel safe and respected. The School Wide Positive Behavior Support (SwPBS) Team conducts training's throughout the year to introduce and review intervention strategies and Universal Signals. Guidance Counselors are available all school year to provide school counseling services. A Raider S.W.A.G. (Safety, Willingness, Achievement and Genuine) program has been put in place to reward students when they are exhibiting positive behavior. In addition, Support Staff (Behavior Coach, BIA, Single School Coordinator, School Resource Officers, etc.) are also available to support students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

Professional Development is conducted to help create an environment where all stakeholders feel safe and respected. The School Wide Positive Behavior Support (SwPBS) Team conducts training's throughout the year to introduce and review intervention strategies and Universal Signals. Guidance Counselors are available all school year to provide school counseling services. A Raider S.W.A.G. (Safety, Willingness, Achievement and Genuine) program has been put in place to reward students when they are exhibiting positive behavior. The SwPBS Team reviews classroom data to ensure students are engaged while in class. Both students and staff are rewarded for adhering to the universal positive behavior plan.

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

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

- Reduces risk factors for students and promotes positive factors
- Recognizes and values the contributions of all: staff, students, and parents
- Promotes an atmosphere that encourages positive relationships among all stakeholder groups

Professional Development is conducted to help create an environment where all stakeholders feel safe and respected. The School Wide Positive Behavior Support (SwPBS) Team conducts training's throughout the year to introduce and review intervention strategies and Universal Signals. Guidance Counselors are available all school year to provide school counseling services. A Raider S.W.A.G. (Safety, Willingness, Achievement and Genuine) program has been put in place to reward students when they are exhibiting positive behavior. The SwPBS Team reviews classroom data to ensure students are engaged while in class. Both students and staff are rewarded for adhering to the universal positive behavior plan. Students are referred to their counselor or Behavior Coach who provides additional support to the student.

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.

SIS, Performance Matters, and Unify reports are used to monitor attendance, behavioral or academic concerns.

Develop an attendance/tardy protocol for students to include contact with parents, guidance referral, referral to school based team and other school or non school based agency.

Conduct parent meetings with students when they reach the 5 day absence threshold.

Share the attendance/tardy protocol with teachers and other staff members.

Discuss the protocols at School Advisory Council meetings and share at Open House and other parent meetings.

Share student expectations during the first week of school and the importance of being in school (attendance, suspensions, etc.) during the Raider Roadmap to Graduation meetings.

Utilize the Student Development Plan to assess the needs of students and the barriers blocking their success.

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	4	6	6	5	21
One or more suspensions	0	0	0	0	0	0	0	0	0	37	30	21	11	99
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	120	144	90	52	406
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	136	174	159	10	479

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	98	123	84	7	312

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

Raider Roadmap to Graduation Monitoring Meetings
 Mid Nine-Week D/F List & Parent Data Chats

School Wide Positive Behavior Support (SwPBS)

Improve core instruction utilizing the Gradual Release Model of Instruction (small group, collaboration, project based learning, technology component), AVID and other research based strategies

Personalized Instruction (iXL-Math, Khan Academy, Achieve 3000, Reading Plus, Math Nation)

Small group push-in/pull-out tutoring, Afterschool tutoring, homework assistance

Biweekly progress reports to help students/parents keep track of grades

Utilizing the Guidance Counselors, Behavior Coach and other support to help students make better choices

Frequent parent/student data chats to discuss academic status (i.e. progress reports, academic status letters, parentlink notices)

Identify targeted students and provide additional monitoring through Case Managers and Mentors

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/443428>.

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.

Glades Central High School's theme is Building a Brand. One indicator of Building a Brand is the Quality of Parent and Community Engagement. Glades Central reaches out to parents, churches, community organizations and local businesses. The school reaches out to local businesses and community organizations to discuss the the changing economy, expectations of students entering the workforce, partnerships with the Career Academics (Medical Science, Engineering & Criminal Justice) and academic status of the school. The school has dedicated a .5 Parent resource to help engage our parents. The Parent Liaison conducts home visits, coordinates trainings and works closely with leadership.

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
Avery Moore, Angela	Principal
Bolden-Morris, Melanie	Assistant Principal
Bell, Josette	Assistant Principal
Canty, Sherry	Teacher, Career/Technical
Cross, Tyshia	Instructional Coach
Machock, Susan	Instructional Coach
Mangaroo, Nicole	Instructional Coach
Lutz, Rachel	Instructional Coach
Lutz, Kenneth	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 school based Instructional Leadership Team (ILT) is responsible for implementing and monitoring all school, district and state academic initiatives. Instructional Leadership Team members collaborate with teacher leaders and teachers to determine Professional Development needs, facilitate professional learning communities (PLCs), review data, create Instructional Focus Calendars (IFCs), review standards and develop lesson plans.

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.

Title I Part A funds are used to provide professional development through Instructional Coaches and professional development team members. Students are provided extended learning opportunities. Parent activities are supported with Title I funds. In addition, materials are provided for professional development, parent involvement and classroom instruction. Funds are used to purchase technology such as Chromebooks, iPads, and carts.

Title I Part C funds are used to support the Migrant program. Communicate with parents the need to test students prior to departure. Student records are sent to the new school in a timely manner to make transitioning easier. Closely monitor academic progress to ensure students are on track to graduate. We work closely with the District Contact to assure all migrant students receive support provided by the District. Our students participated in the L.A.M.P (Leadership Academy Migrant Program). The activities supported by LAMP include a toy drive, sock drive and food drive. Administration has supported parent meetings by attending and presenting to the parents.

Title X is used to support homeless McKinney Vento Act. Students are provided with school supplies and uniforms.

Title II funds are used by the district to provide professional development.

IDEA supports ESE program.

Magnet funds and Vocational funds support College and Careers and Industry Programs.

Our business partners include: Walgreens, Bone & Joint Center, Florida Crystals, Lakeside Medical, StitchWorks, and John Deere.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bernita Cox	Business/Community
Dennis Knabb	Education Support Employee
Angela Moore	Principal
Tonja Allen-Moore	Parent
Stephanie Harper	Business/Community
Eddie Rhodes	Business/Community
Cathleen Levy	Parent
Pearlie Mae Hill	Parent
Gwen Asia Holley	Education Support Employee
Jra'Quanda Coney	Education Support Employee
Itcelina Smith	Parent
Steven Smith	Student

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 School Advisory Council (SAC) made recommendations regarding the School Improvement Plan (SIP). SAC members also reviewed and monitored the SIP throughout the academic school year to determine the effectiveness of resources as they relate to the school's goals.

b. Development of this school improvement plan

The School Advisory Council (SAC) reviews and evaluates the School Improvement Plan (SIP). Over the summer, the SAC works with other stakeholders to develop the SIP.

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

The SAC is involved in decisions regarding the annual budget and plan.

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

The majority of School Improvement funds were used to support our Schoolwide Positive Behavior Support initiatives like honor roll, the SWAG cart, ACT fees and other initiatives that support the overall achievement of students. .

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
Avery Moore, Angela	Principal
Bell, Josette	Assistant Principal
Bolden-Morris, Melanie	Assistant Principal
Cross, Tyshia	Instructional Coach
Lutz, Rachel	Instructional Coach
Machock, Susan	Instructional Coach
Mangaroo, Nicole	Instructional Coach
Lutz, Kenneth	Other
Canty, Sherry	Teacher, Career/Technical

b. Duties

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

The Literacy Leadership Team (LLT) promotes literacy within the school by engaging in ongoing professional development. Where applicable, team members participate in Collaborative Planning sessions to help guide teachers through data analysis, literacy discussions and lesson development.

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

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide time for teachers to meet based on subject taught and in some cases grade level. Research-based protocols are utilized to focus

the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Common planning and Data days provide teachers with additional time to develop lessons, review and analyze data.

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

To recruit highly qualified, certified-in-field, effective teachers vacancies are advertised on the district's website. School personnel attend all recruiting fairs set up by the district. Additionally, Administration considers recommendations from our current highly-qualified staff.

To retain our highly-qualified teachers, the Instructional Leadership Team provides ongoing professional development, mentoring programs, and administrative support. A single school culture for academics is established and implemented in order to better organize and unify the staff for instruction.

Instructional Coaches assist teachers with modeling, co-teaching, lesson planning and understanding assessment data.

Glades Supplement and Extracurricular Supplements are available.

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

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

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

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

First year teachers (and teachers new to the school) are paired with mentors based on like certifications and evidence of effective teaching. New teacher meetings will be held at least once a month with teachers having the flexibility to meet with their mentors on a daily basis.

Peer observations will be conducted to provide feedback.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

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.

Student data is analyzed and discussed during common instructional planning (CIP) Meetings are held on a regular basis to make decisions about literacy instruction. Student data is analyzed and discussed during common planning, Instructional Leadership Team, Literacy Leadership Team and Admin Data meetings. Small group instruction is targeted based on data from assessments. A Reteach and Reassess component is included in the instructional process to assist students having difficulty mastering the standards.

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: 4,320

Tutorials are an extension of the school day for the purpose of academic instruction and enrichment. This gives students additional time to review, practice, and/or get additional assistance from the teacher.

Strategy Rationale

To provide additional time for students to learn.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bell, Josette, josette.bell@palmbeachschools.org

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

List of students assigned to tutoring based on their assessment data. Results from adaptive technology programs (Achieve 3000, iXL for Math, Reading Plus, Khan Academy) will be used to determine if students are making progress.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

School Counselors give “Classroom Orientations” for each grade level to inform students about academic requirements, academic rigor, and course selections so that each student’s course of study is personally meaningful. A presentation is also made at Lake Shore Middle School for incoming freshman. School counselors work with students and parents to help with academic and career planning, to encourage students to take the most rigorous courses available and to improve performance and grades in all subjects, School Counselors meet individually with students and parents to help students create a plan for their future in all areas.

A College & Career Day is scheduled every year for 11th and 12th grade students. Students are able to speak with College & Military Recruiters and Representatives from the Business and Professional communities.

An Academic & Military Signing Day is held in April as a way to motivate students to apply to college and/or the military.

The role of the Career Center and College Coach is to provide additional opportunities for students to set goals and learn about career choices beyond high school.

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

Glades Central Community High School is integrating and incorporating the Florida State Standards. The Florida Standards are more specific, more complex, and more rigorous than previous state standards and they lay out the knowledge and skills that students are required to know at each grade level. The Florida Standards focus on material that is more complex, and as a result, student comprehension is expected to increase. Students are expected to write in every subject and there is more integration and overlap of subject matter throughout all content areas. Students are expected to give hard evidence and citations for their work rather than opinions and therefore, students will learn in greater depth. The Florida Standards are geared toward preparing students for the “real world”; for success in college, and for success in the global workforce. Therefore, students will see relationships between subjects and relevance to their future.

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

Students are encouraged to take rigorous courses such as AICE, AP and honors. Students are also encouraged to dual enroll at Palm Beach State College. It is our belief that these courses will prepare students for college level coursework and for success at the postsecondary level. Students are also encouraged to attend tutoring sessions and SAT/ACT preparatory workshops. In addition, teachers utilize various techniques in the classrooms, such as scaffolding and various modalities, to encourage students to become college ready.

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.

Counselors will conduct classroom guidance and individual counseling sessions with students. Meeting will be held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** IF we facilitate effective and relevant standards based instruction to meet the needs of all 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 facilitate effective and relevant standards based instruction to meet the needs of all students, THEN we will increase the high school graduation rate. 1a

G094831

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
FSA ELA Achievement	35.0
Bio I EOC Pass	61.0
U.S. History EOC Pass	65.0
4-Year Grad Rate (Standard Diploma)	85.0
Algebra I EOC Pass Rate	40.0
ELA/Reading Gains	50.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Standards Based Instruction
- On going cycle of initial professional development (inability to go deeper and move past the introductory stages)
- Students limited access to technology

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches/Resource Teacher (Math, Science, ELA)
- Single School Culture Coordinator
- Graduation Coach
- Parent Liaison

Plan to Monitor Progress Toward G1. 8

Conduct learning walks to determine if technology is being used consistently.

Person Responsible

Angela Avery Moore

Schedule

Weekly, from 8/27/2017 to 5/25/2018

Evidence of Completion

Google walkthrough schedule, iObservation, technology reports (Reading Plus, Achieve 3000, Math Nation)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. IF we facilitate effective and relevant standards based instruction to meet the needs of all students, THEN we will increase the high school graduation rate. 1

G094831

G1.B1 Standards Based Instruction 2

B255054

G1.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

S269491

Strategy Rationale

To meet the needs of all students.

Action Step 1 5

The .5 Science Resource will provide one-on-one coaching using strategies learned through the LSI initiative, one-on-one coaching/data chats with students, review student data and share this data with students/teachers and will closely monitor the targeted students for Biology.

Person Responsible

Susan Machock

Schedule

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

Evidence of Completion

schedule, common/collaborative planning agendas, sign-in sheets, student conferencing notes, teacher conference notes, Data reports

Action Step 2 5

The .5 Math Resource will provide one-on-one coaching using strategies learned through the LSI initiative, one-on-one coaching/data chats with students, review student data and share this data with students/teachers and will closely monitor the targeted students for Math and will provide pull out tutoring support for the targeted students.

Person Responsible

Rachel Lutz

Schedule

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

Evidence of Completion

schedule, common/collaborative planning agendas, sign-in sheets, student conferencing notes, teacher conference notes, Data reports

Action Step 3 5

The .5 Reading Resource will provide one-on-one coaching using strategies learned through the LSI initiative, one-on-one coaching/data chats with students, review student data and share this data with students/teachers and will closely monitor the targeted students for ELA and will provide pull out tutoring support for the targeted students.

Person Responsible

Tyshia Cross

Schedule

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

Evidence of Completion

schedule, common/collaborative planning agendas, sign-in sheets, student conferencing notes, teacher conference notes, Data reports

Action Step 4 5

Provide targeted push-in/pull-out support and afterschool tutorials for students based on their data.

Person Responsible

Josette Bell

Schedule

Weekly, from 10/3/2017 to 4/26/2018

Evidence of Completion

schedules, roster of students, sign-ins sheets, lesson plans

Action Step 5 5

Ensure students have access to electronic devices (Chromebooks, computers, iPads), instructional materials (Math Nation workbooks, HMH Collections) and web based programs (iXL Math, Math Nation, Reading Plus, Achieve 3000 & Google Classroom) during classroom instruction.

Person Responsible

Josette Bell

Schedule

Weekly, from 8/14/2017 to 11/1/2017

Evidence of Completion

NA

Action Step 6 5

Create a culture of reading and writing by providing students the opportunity to learn from a published author.

Person Responsible

Angela Avery Moore

Schedule

On 4/30/2018

Evidence of Completion

Consultant contract, flyers, student sign-ins

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

Admin will meet with resource teachers, classroom teachers, coaches and counselors to analyze data to determine instructional needs of students.

Person Responsible

Nicole Mangaroo

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

agendas minutes from instructional leadership team meetings, collaborative planning, data from Performance Matters

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

Conduct regular learning walks, that focus on standards based instruction, to compile data that can be analyzed and shared with teachers

Person Responsible

Angela Avery Moore

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Google Walkthrough Schedule, Notes from Admin Data Days, iObservation Feedback

G1.B4 On going cycle of initial professional development (inability to go deeper and move past the introductory stages) **2**

 B255057

G1.B4.S1 Develop capacity to deliver effective instruction. **4**

 S269494

Strategy Rationale

Professional growth in best practices will increase student achievement.

Action Step 1 **5**

The .5 Reading Coach will provide one-on-one coaching using strategies learned through the LSI initiative, one-on-one coaching/data chats with students, review student data and share this data with students/teachers and will closely monitor the targeted students for both Reading and English classes.

Person Responsible

Tyshia Cross

Schedule

Daily, from 8/7/2017 to 6/1/2018

Evidence of Completion

schedule, planning agendas and notes, sign-in sheets, lesson plans, data reports

Action Step 2 **5**

The .5 Science Coach will provide one-on-one coaching using strategies learned through the LSI initiative, facilitate common/collaborative planning, assist teachers with reviewing data, coach teachers with lesson planning and development.

Person Responsible

Susan Machock

Schedule

Daily, from 8/7/2017 to 6/1/2018

Evidence of Completion

schedule, planning agendas and notes, sign-in sheets, lesson plans, data report

Action Step 3 5

The .5 Math Coach will provide one-on-one coaching using strategies learned through the LSI initiative, facilitate common/collaborative planning, assist teachers with reviewing data, model/coach lessons for teachers that utilize manipulatives.

Person Responsible

Rachel Lutz

Schedule

Daily, from 8/7/2017 to 6/1/2018

Evidence of Completion

schedule, planning agendas and notes, sign-in sheets, lesson plans, data report

Action Step 4 5

Teachers will be provided with subs on late start days to allow for a full day of collegial planning.

Person Responsible

Angela Avery Moore

Schedule

Every 2 Months, from 9/4/2017 to 5/31/2018

Evidence of Completion

NA

Action Step 5 5

Provide stipends to teachers who attend the summer collaborative planning meeting that focus on reviewing data and designing a plan for instruction.

Person Responsible

Josette Bell

Schedule

On 7/27/2017

Evidence of Completion

agendas, sign-ins, minutes, work product sample

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Admin will meet with academic coaches, classroom teachers, and counselors to analyze data to determine instructional needs of teachers.

Person Responsible

Angela Avery Moore

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

agendas, sign-ins, meeting notes, data reports

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Conduct regular learning walks, that focus on the strategies modeled during whole group PD or mini PDs, to compile data that can be analyzed and shared with teachers

Person Responsible

Nicole Mangaroo

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Google Surveys, Kahoot, reflections captured on sticky's from PD

G1.B6 Students limited access to technology **2**

 B255059

G1.B6.S1 Provide digital and blended learning opportunities utilizing technology. **4**

 S269496

Strategy Rationale

Technology enhances lessons and increases student engagement in learning.

Action Step 1 **5**

Provide student access to Chromebooks and iPads that can be used in Biology, US History & 9th & 10th grade ELA classes.

Person Responsible

Rachel Lutz

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Chromebook Rotation Schedule

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Conduct regular learning walks, that focus on standards based and personalized instruction, to compile data that can be analyzed and shared with teachers

Person Responsible

Angela Avery Moore

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Google walkthrough schedule, iObservation, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Participate in professional learning communities to assist teachers with incorporating technology into their lessons.

Person Responsible

Nicole Mangaroo

Schedule

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

Evidence of Completion

planning checklist, lesson plans, instructional focus calendars

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.B4.S1.A5 A359960	Provide stipends to teachers who attend the summer collaborative planning meeting that focus on...	Bell, Josette	7/3/2017	agendas, sign-ins, minutes, work product sample	7/27/2017 one-time
G1.B1.S1.A5 A359953	Ensure students have access to electronic devices (Chromebooks, computers, iPads), instructional...	Bell, Josette	8/14/2017	NA	11/1/2017 weekly
G1.B1.S1.A4 A359952	Provide targeted push-in/pull-out support and afterschool tutorials for students based on their...	Bell, Josette	10/3/2017	schedules, roster of students, sign-ins sheets, lesson plans	4/26/2018 weekly
G1.B1.S1.A6 A359954	Create a culture of reading and writing by providing students the opportunity to learn from a...	Avery Moore, Angela	4/2/2018	Consultant contract, flyers, student sign-ins	4/30/2018 one-time
G1.MA1 M384616	Conduct learning walks to determine if technology is being used consistently.	Avery Moore, Angela	8/27/2017	Google walkthrough schedule, iObservation, technology reports (Reading Plus, Achieve 3000, Math Nation)	5/25/2018 weekly
G1.B4.S1.MA1 M384612	Conduct regular learning walks, that focus on the strategies modeled during whole group PD or mini...	Mangaroo, Nicole	8/28/2017	Google Surveys, Kahoot, reflections captured on sticky's from PD	5/25/2018 monthly
G1.B6.S1.MA1 M384614	Participate in professional learning communities to assist teachers with incorporating technology...	Mangaroo, Nicole	8/21/2017	planning checklist, lesson plans, instructional focus calendars	5/25/2018 weekly
G1.B1.S1.MA1 M384609	Admin will meet with resource teachers, classroom teachers, coaches and counselors to analyze data...	Mangaroo, Nicole	8/7/2017	agendas minutes from instructional leadership team meetings, collaborative planning, data from Performance Matters	5/31/2018 weekly
G1.B4.S1.MA1 M384613	Admin will meet with academic coaches, classroom teachers, and counselors to analyze data to...	Avery Moore, Angela	8/7/2017	agendas, sign-ins, meeting notes, data reports	5/31/2018 monthly
G1.B4.S1.A4 A359959	Teachers will be provided with subs on late start days to allow for a full day of collegial...	Avery Moore, Angela	9/4/2017	NA	5/31/2018 every-2-months
G1.B1.S1.MA1 M384608	Conduct regular learning walks, that focus on standards based instruction, to compile data that can...	Avery Moore, Angela	8/21/2017	Google Walkthrough Schedule, Notes from Admin Data Days, iObservation Feedback	6/1/2018 daily
G1.B1.S1.A1 A359949	The .5 Science Resource will provide one-on-one coaching using strategies learned through the LSI...	Machock, Susan	8/14/2017	schedule, common/collaborative planning agendas, sign-in sheets, student conferencing notes, teacher conference notes, Data reports	6/1/2018 daily
G1.B1.S1.A2 A359950	The .5 Math Resource will provide one-on-one coaching using strategies learned through the LSI...	Lutz, Rachel	8/14/2017	schedule, common/collaborative planning agendas, sign-in sheets, student conferencing notes, teacher conference notes, Data reports	6/1/2018 daily
G1.B1.S1.A3 A359951	The .5 Reading Resource will provide one-on-one coaching using strategies learned through the LSI...	Cross, Tyshia	8/14/2017	schedule, common/collaborative planning agendas, sign-in sheets, student conferencing notes, teacher conference notes, Data reports	6/1/2018 daily
G1.B4.S1.A1 A359956	The .5 Reading Coach will provide one-on-one coaching using strategies learned through the LSI...	Cross, Tyshia	8/7/2017	schedule, planning agendas and notes, sign-in sheets, lesson plans, data reports	6/1/2018 daily
G1.B4.S1.A2 A359957	The .5 Science Coach will provide one-on-one coaching using strategies learned through the LSI...	Machock, Susan	8/7/2017	schedule, planning agendas and notes, sign-in sheets, lesson plans, data report	6/1/2018 daily
G1.B4.S1.A3 A359958	The .5 Math Coach will provide one-on-one coaching using strategies learned through the LSI...	Lutz, Rachel	8/7/2017	schedule, planning agendas and notes, sign-in sheets, lesson plans, data report	6/1/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.MA1  M384615	Conduct regular learning walks, that focus on standards based and personalized instruction, to...	Avery Moore, Angela	8/21/2017	Google walkthrough schedule, iObservation, lesson plans	6/1/2018 weekly
G1.B6.S1.A1  A359961	Provide student access to Chromebooks and iPads that can be used in Biology, US History & 9th &...	Lutz, Rachel	8/21/2017	Lesson Plans, Chromebook Rotation Schedule	6/1/2018 daily

V. Professional Development Opportunities

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

G1. IF we facilitate effective and relevant standards based instruction to meet the needs of all students, THEN we will increase the high school graduation rate.

G1.B4 On going cycle of initial professional development (inability to go deeper and move past the introductory stages)

G1.B4.S1 Develop capacity to deliver effective instruction.

PD Opportunity 1

The .5 Reading Coach will provide one-on-one coaching using strategies learned through the LSI initiative, one-on-one coaching/data chats with students, review student data and share this data with students/teachers and will closely monitor the targeted students for both Reading and English classes.

Facilitator

Tyshia Cross

Participants

All Reading/ ELA teachers

Schedule

Daily, from 8/7/2017 to 6/1/2018

PD Opportunity 2

The .5 Science Coach will provide one-on-one coaching using strategies learned through the LSI initiative, facilitate common/collaborative planning, assist teachers with reviewing data, coach teachers with lesson planning and development.

Facilitator

Susan Machock

Participants

All Science teachers

Schedule

Daily, from 8/7/2017 to 6/1/2018

PD Opportunity 3

The .5 Math Coach will provide one-on-one coaching using strategies learned through the LSI initiative, facilitate common/collaborative planning, assist teachers with reviewing data, model/coach lessons for teachers that utilize manipulatives.

Facilitator

Rachel Lutz

Participants

All Math teachers

Schedule

Daily, from 8/7/2017 to 6/1/2018

PD Opportunity 4

Teachers will be provided with subs on late start days to allow for a full day of collegial planning.

Facilitator

Academic Coaches and Admin

Participants

All teachers

Schedule

Every 2 Months, from 9/4/2017 to 5/31/2018

PD Opportunity 5

Provide stipends to teachers who attend the summer collaborative planning meeting that focus on reviewing data and designing a plan for instruction.

Facilitator

Coaches and Admin

Participants

All teachers

Schedule

On 7/27/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The .5 Science Resource will provide one-on-one coaching using strategies learned through the LSI initiative, one-on-one coaching/data chats with students, review student data and share this data with students/teachers and will closely monitor the targeted students for Biology.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	2301 - Glades Central High School	Title I, Part A	0.5	\$33,171.23
<i>Notes: Salary and benefits for Machock</i>						
2	G1.B1.S1.A2	The .5 Math Resource will provide one-on-one coaching using strategies learned through the LSI initiative, one-on-one coaching/data chats with students, review student data and share this data with students/teachers and will closely monitor the targeted students for Math and will provide pull out tutoring support for the targeted students.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	2301 - Glades Central High School	Title I, Part A	0.5	\$33,171.23
<i>Notes: Salary and benefits for R. Lutz</i>						
3	G1.B1.S1.A3	The .5 Reading Resource will provide one-on-one coaching using strategies learned through the LSI initiative, one-on-one coaching/data chats with students, review student data and share this data with students/teachers and will closely monitor the targeted students for ELA and will provide pull out tutoring support for the targeted students.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	2301 - Glades Central High School	Title I, Part A	0.5	\$33,171.23
<i>Notes: Salary and benefits for T. Cross</i>						
4	G1.B1.S1.A4	Provide targeted push-in/pull-out support and afterschool tutorials for students based on their data.				\$10,116.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	2301 - Glades Central High School	Title I, Part A		\$10,116.00
<i>Notes: Salary and benefits for tutors</i>						
5	G1.B1.S1.A5	Ensure students have access to electronic devices (Chromebooks, computers, iPads), instructional materials (Math Nation workbooks, HMH Collections) and web based programs (iXL Math, Math Nation, Reading Plus, Achieve 3000 & Google Classroom) during classroom instruction.				\$3,000.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	500-Materials and Supplies	2301 - Glades Central High School	Title I, Part A		\$3,000.00
			<i>Notes: Classroom supplies - paper, ink for classroom and student data chats, pencils, journals, notebooks, dry erase markers/cleaner, chart paper, markers, post-its student response boards, folders, index card</i>			
6	G1.B1.S1.A6	Create a culture of reading and writing by providing students the opportunity to learn from a published author.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	300-Purchased Services	2301 - Glades Central High School	Title I, Part A		\$1,500.00
			<i>Notes: Author</i>			
7	G1.B4.S1.A1	The .5 Reading Coach will provide one-on-one coaching using strategies learned through the LSI initiative, one-on-one coaching/data chats with students, review student data and share this data with students/teachers and will closely monitor the targeted students for both Reading and English classes.				\$42,756.34
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	2301 - Glades Central High School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: Salary and benefits for R. Cross</i>			
	6400	500-Materials and Supplies	2301 - Glades Central High School	Title I, Part A		\$6,179.06
			<i>Notes: PD supplies - paper, ink for data reports, chart paper, binders, post-its dividers, pens, highlighters, page protectors, paper clips</i>			
8	G1.B4.S1.A2	The .5 Science Coach will provide one-on-one coaching using strategies learned through the LSI initiative, facilitate common/collaborative planning, assist teachers with reviewing data, coach teachers with lesson planning and development.				\$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	2301 - Glades Central High School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: Salary and benefits for S. Machock</i>			
9	G1.B4.S1.A3	The .5 Math Coach will provide one-on-one coaching using strategies learned through the LSI initiative, facilitate common/collaborative planning, assist teachers with reviewing data, model/coach lessons for teachers that utilize manipulatives.				\$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	2301 - Glades Central High School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: Salary and benefits for R. Lutz</i>			

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10	G1.B4.S1.A4	Teachers will be provided with subs on late start days to allow for a full day of collegial planning.				\$8,974.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	2301 - Glades Central High School	Title I, Part A		\$8,974.00
			<i>Notes: Salary and benefits for PD subs</i>			
11	G1.B4.S1.A5	Provide stipends to teachers who attend the summer collaborative planning meeting that focus on reviewing data and designing a plan for instruction.				\$3,428.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	2301 - Glades Central High School	Title I, Part A		\$3,428.00
			<i>Notes: Salary and benefits for collaborative planning</i>			
12	G1.B6.S1.A1	Provide student access to Chromebooks and iPads that can be used in Biology, US History & 9th & 10th grade ELA classes.				\$54,460.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	644-Computer Hardware Non-Capitalized	2301 - Glades Central High School	Title I, Part A		\$44,210.00
			<i>Notes: 90 Chromebooks - \$33,620 30 iPads mini 2 - 10,590</i>			
	5000	500-Materials and Supplies	2301 - Glades Central High School	Title I, Part A		\$2,600.00
			<i>Notes: Cases for iPads and Chromebooks</i>			
	5000	643-Capitalized Hardware and Technology-Related Infrastructure	2301 - Glades Central High School	Title I, Part A		\$7,250.00
			<i>Notes: 3 Chromebook carts - \$1,617 each 1 iPad cart - \$2,399</i>			
	5000	500-Materials and Supplies	2301 - Glades Central High School	Title I, Part A		\$400.00
			<i>Notes: 10 cases for iPads/Chromebooks</i>			
					Total:	\$296,902.59