

The School District of Palm Beach County

# Palm Beach Gardens High School



2017-18 Schoolwide Improvement Plan

## Palm Beach Gardens High School

4245 HOLLY DR, Palm Beach Gardens, FL 33410

<https://pbgh.palmbeachschools.org>

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2016-17 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">76%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">78%</p>

### School Grades History

<b>Year</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Grade</b>	C	C	B*	B

*\*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 Palm Beach Gardens High School

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

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our Mission:

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

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

Our Vision:

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

#### 2. School Environment

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

Single School Culture is PBGHS's, as well as the district's, belief system and practices regarding academics, behavior, and climate.

Single School Culture and appreciation for multicultural diversity:

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
- Development of a data driven instruction
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards

Our 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. (Strategic Initiative #1: Pillars of Effective Instruction)

Our core subject area teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.

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.

PBGHS 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. 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 Gator staff along with SwPBS team has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

G - Goal Oriented  
A- Always positive  
T- Takes Ownership  
O - On time  
R - Respectful

We encourage the whole PBGHS family to "don't just be a Gator - be a GREATER GATOR!" Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs.

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

(Strategic Initiative #9: Develop an approach for bullying prevention)

Mr. Clawson, the principal of PBGHS for 10 years has always made relationship building the focus of our positive climate. Our faculty and staff focus on creating an atmosphere that rules without relationship is not conducive to a superior learning environment. 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. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. (Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

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

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

- 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.  
(Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)  
Additional suggested responses may include information regarding your school's plans to:
- Ensure that relationship-building is a clear priority;
- 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;
- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Encourage the sharing of short, 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.**

Our 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 Gator staff along with SwPBS team has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs.

The goals to create a positive CLIMATE PBGHS :

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills,

and self-management skills) and its relationship to creating a positive, caring and supportive school community.

- Create or 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 postsecondary);
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- 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;
- 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. (Strategic Initiative #9: Develop an approach for bullying prevention)

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

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.

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

PBGHS:

- Universal Guidelines and behavior matrix taught and reviewed through the school year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies
- SwPBS team reviews classroom data to ensure students are engaged while in class.

- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback
- School-wide recognition system is in place

**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.**

PBGHS:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success
- Instruction and various campus activities that address social/emotional needs of students
- Connect students to agencies who have Cooperative Agreements or are on campus. PBGHS has a DATA counselor on campus everyday to meet the various needs of our students
- 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

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

### 3. Early Warning Systems

The school's response to this section may 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.**

Early Warning System PBGHS:

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

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	58	51	56	31	196
One or more suspensions	0	0	0	0	0	0	0	0	0	95	83	45	48	271
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	279	230	246	156	911
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	295	381	301	74	1051

**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	173	206	154	59	592

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

**B. Family and Community Engagement**

The school's response to this section may 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/446044>.

**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.**

PBGHS will do the following:

Open House Night will ensure parents receive curriculum information

Edline information and school website information

Teachers will make contact with regarding poor attendance and grades

Parent/Teacher conference day/night sessions

Parents are invited to a data awareness night to ensure parents are aware of their student academic status

Teachers participate in professional development training to increase positive relationships with parents

Suits for Seniors - male students attend district-wide activities initiated by the task force to increase academic achievement and improve the graduation rate.

**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
Clawson, Larry	Principal
Brown, Charron	Assistant Principal
Chamberlin, Michael	Assistant Principal
Mcadoo, Jerry	Assistant Principal
Coleman, Leonard	Other
Harrell, Ricardo	Assistant Principal
Locke, Randal	Other
DAILY, MICHELE	Other
Francoise-Lowery, Nuncia	Assistant Principal
McDade, Cynthia	Assistant Principal
Walker, John	Teacher, Career/Technical
Clark, William	Teacher, ESE
Cintron, Kevin	School Counselor
Matyjasik, Kelly	Administrative Support

## **b. Duties**

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

SLT - the whole team monitors data in regards to academics and behavior

Administrators - work with teachers and students directly to build capacity

Guidance, Coaches, Coordinators - work under the direction of administration and directly with students in regards to improving all areas of academics (test results, GPA, credit status, etc.)

Resource - Provide professional development for faculty in regards to SIP and areas of school wide focus.

### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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

PBGHS integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We modify our Action Plans during LTMs and SBLT meetings.. We instill an appreciation for multicultural diversity through student campaigns, structured lessons, and implementation of SwPBS programs.

#### Title I, Part A

Funds will be used to employ a Graduation Coach, 2.0 math teacher, 1.0 science teacher, 1.0 reading teacher and two academic tutors. Title I funds are also used to pay for after school tutorials, classroom and tutorial supplies, professional development supplies, materials for parental involvement training, supplies, April for Authors YA contract, and for postage for parent mailings.

#### Title I, Part D

The Guidance Department conducts classroom visits.

#### Title II

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

#### Violence Prevention Programs

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

#### Nutrition Program

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

#### Adult Education

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

#### Job Training

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

#### Other

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Larry Clawson	Principal
Michele Daily	Teacher
Peggy Hall	Parent
Chris Ciotti	Parent
Gail Ciotti	Parent
Carol DeGraffenreidt-Willis	Parent
Sheila Grant	Business/Community
Rose Lawless	Parent
Susan MacFarquhar	Parent
Cheryl Moore	Parent
David Morgan	Parent
Dana Morgan	Parent
Kelly Bush	Parent
Carol Brown	Parent
Elana Cooper	Parent
Stacy Collins	Parent
Josephine Grosch	Parent
Liza Hernandez	Parent
Kenneth Coyle	Teacher
Jaquan Starling	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 first SAC meeting of the SY18 will be Monday, September 25, 2017. (This date was a change in schedule due to Hurricane Irma.) SAC will continue to meet the 2nd Monday of each month through the school year.

In SY17 Mr. Clawson shared school grade, testing, and discipline data throughout the school year. SAC reviews and approves the SIP at the 1st meeting of the school year. SAC works on the premise that the SIP is a living and breathing document and updates and changes will be made during the school year as deemed necessary. As plans were made for the SY18 SIP, SAC reviewed data provided by Title I on our Family Involvement Survey. SAC also gives input on our PIP and Compact. It was agreed by all that the focus of the SIP, SAC, and school would be increasing the school's graduation rate by putting programs in place with funds provided by Title I, and support from SAC as well.

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

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

- SAC members review draft of SIP
- SAC members vote and approve SIP

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

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

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

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

PBGHS SY17 SAC approved to use SIP funds for the following purposes:

- D. Svec – FAME Conference - 170.00
- J. Gilken AICE General Papers Conference - 407.20
- J. Gilken Travel & Hotel to Orlando - 238.81
- K. Smith AICE General Papers Conference - 407.20
- K. Smith Travel – Hotel - 79.95
- Credit Memo of ACT Exam 39.50
- ACT & SAT - 1,215.00
- Barnes & Noble All American Boys 20 Copies - 269.80
- Amazon – All American Boys 4 Copies - 29.92
- ACT Test for May 6th (18 Students) - 793.00

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Clawson, Larry	Principal
Locke, Randal	Administrative Support
DAILY, MICHELE	Instructional Coach
Francoise-Lowery, Nuncia	Assistant Principal

**b. Duties**

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

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

The media center led by Deb Svec and FBLA, led by Tammy Skinner have teamed together to open Gatorbucks during our 5th period lunch time on Friday. Along with providing FBLA students an opportunity to run a "business," the coffee shop located in the Media Center will provide an

opportunity to "sell" all the excellent media available for our students. Not only does the media center provide the latest and greatest in Young Adult literature, but also I-touches, Nooks, Green Screen for filming etc.

For the past six years PBGHS has been the host for April for Authors, due to the growing popularity of the event PBGHS will no longer be the venue for the event, but will still play a vital role in the countywide community event.

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

Each year PBGHS has at least one author from the event come speak to our students and parents as a group to promote literacy as a family affair.

## 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. PBGHS has built PLC (Professional Learning Communities) into our master schedule. Our tested areas in the subjects of English, reading , math, and science now have a common planning period. Once a week for at least sixty minutes teachers meet and collaborate in their subject areas. This time is invaluable in helping both the new and veteran teacher share best practices with their peers in their subject area. 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. (Strategic Initiative #1: Pillars of Effective Instruction)

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

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

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

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

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

It is with great pride that under the leadership of Mr. Larry Clawson, Principal, and his current

administration Gardens maintains a high retention rate of teachers. At PBGHS we are proud that we have 18 teachers that are on staff that graduated from PBGHS and have come back to Gardens to teach, and a mother-daughter team as well. . We also have an administrator that is a PBGHS grad. We like to say, "Once a Gator, always a Gator!"

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

Assistant Principal C. Brown heads up Educator Support Program (ESP) at PBGHS. 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.

## **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.

PBGHS 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.**

The school focuses on literacy improvement of every student by:

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

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

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

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

Creating a schedule with an uninterrupted 90 minute reading block

Providing iii instruction based on student needs

Providing instruction aligned with District and the Language Arts Florida Standards for their grades 9-12

Monitoring progress at the grade, class and individual student level during Professional Learning Communities (PLCs)

Conducting data chats with students

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

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

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

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

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

### **Strategy Rationale**

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

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

- Core Academic Instruction

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

Locke, Randal , randal.locke@palmbeachschools.org

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

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

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may 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.**

### **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.**

At PBGHS 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 Gators. Some of these initiatives within Single School Culture © Initiatives include:

- The promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), International Baccalaureate® (IB) coursework, or Dual Enrollment
- The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and

high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for postsecondary success

- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
- The Johnson Scholars Program which funds \$10,000 scholarships annually for four-year cohorts of students who compete during their senior year (representing a \$1.6 million commitment between 2008 and 2015)
- The College Success Program which provides First Generation Mentors who are themselves first generation college goers to work with high school students who are potential first generation college goers using the Believing the College Dream (middle school) and Realizing the College Dream (high school) curricula, providing strategies to help them achieve their postsecondary goals
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- The promotion of increased student participation and performance in AICE coursework

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

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

PBGHS provide the following opportunities for students via the Magnet Program:

- ? TV/Radio Technology & Communication
- ? Business, Management & Administration
- ? Finance
- ? Health Science
- ? Hospitality & Tourism
- ? Information Technology
- ? Marketing, Sales & Service

**Medical Sciences – Pre-Medicine**

The Medical Sciences Program offers an innovative, integrated learning environment designed to provide the student with the medical skills and training necessary to succeed in postsecondary healthcare career education and/or to successfully transition into the healthcare workforce. This comprehensive program combines a rigorous academic curriculum with intense clinical and laboratory experience. Student internships at area hospitals and other health care facilities are conducted while under the supervision of academy health sciences staff.

**Industry Certifications:**

- ? Emergency Medical Responder
- ? Certified EKG Technician
- ? Certified Medical Administrative Assistant
- ? Certified Patient Care Technician
- ? CPR & First Aid

### Sports Management & Recreation

The Sports Management and Recreation Program provides students the opportunity to pursue a course of study leading to college degrees in sports management, marketing, recreation, health and fitness. Students take courses that stress communication, problem solving, teamwork, business and technology, as well as participate in summer internships. For hands-on experiences, students plan and run at least one sporting event. Through internships and special projects, students apply business knowledge learned in school and in the community.

### Global Business & Entrepreneurship

The Global Business & Entrepreneurship Program is designed to complement a rigorous academic course of study with a focus on business and entrepreneurship. Students will participate in many hands-on experiences, mentorships, internships, site visitations and local, state and national competitions associated with business. Students will complete internships linking the resources of business, education and community, and students may be required to develop a real international company that imports and exports products with a sister school in another country at some school sites.

Admission Criteria: 2.5 GPA

Industry Certification:

? Microsoft Office Specialist

### Television & Film Production Technology

The Television, Film & Radio Production Technology Program is dedicated to providing quality education in the organization and dissemination of ideas through television and film production. Students are taught in professional broadcast studios with high quality equipment. Students profit from the use of recording studios, remote cameras, video recorders, video switching and editing equipment and comprehensive computer graphics to complete academic and extracurricular projects. Students are prepared to function as members of a technical team by participating in activities that simulate the conditions found in television and production studios as well as on-location events.

Industry Certifications:

? Adobe Certifications:

- o Premiere Pro
- o Photoshop
- o Flash
- o Illustrator

### Tourism, Hospitality, & Resort Management

Tourism, Hospitality and Resort Management Program is a college preparatory curriculum that integrates unique high school courses with practical internships and business leadership training. Students participate in project based learning, field trips and job shadowing within the multiple segments of the hospitality cluster. Students learn about cultures and destinations worldwide while exploring high level career opportunities in the world's largest hotel and resort industry. Students have the opportunity to attend a yearly conference designed exclusively by Palm Beach County's Industry Leaders and take part in competitions and leadership training workshops. All three Tourism, Hospitality and Resort Management Programs are part of the National Academy Foundation (NAF), established to promote academy excellence.

Industry Certifications:

? ServSafe

? Certified Front Desk Supervisor

? Microsoft Office Specialist

### Culinary Arts

The Culinary Arts Program curriculum provides the opportunity for students to train for a variety of careers in the field of food service and preparation. Academic and technical studies are integrated, emphasizing and building proficiency in food production and cooking, cost control, nutrition and sanitation and workplace safety. Practical work experience stresses sanitation and safety and includes quantity cooking, baking, menu development and food preparation. School site restaurants and catering opportunities will further enhance front and back of the house skills as well as restaurant management.

Industry Certifications:

- ? SafeStaff
- ? ServSafe

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

PBGHS offers Career and Technical Education related career academies and/or programs.

These programs are organized as

programs of study combining rigorous academics with CTE courses and are attached to articulated credit with local post-secondary institutions as well as industry certifications. Programs of Study provide a platform for students to graduate both college and career ready. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

### **4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

PBGHS

- \*School based team review and provide assistance to specific students as needed
- \* Afterschool/Saturday tutoring for AP/AICE for students
- \* Counselors conduct classroom guidance and individual counseling sessions with students
- \* Coffee Talks and other Parent Training Meetings held to explain their role in assisting students with being ready for college

## II. Needs Assessment

The school's completion of this 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 deliver effective and relevant instruction to meet the needs of all students, then we will maintain the graduation rate and meet the district's long term outcome of increasing 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 students, then we will maintain the graduation rate and meet the district's long term outcome of increasing the high school graduation rate.

1a

G094836

**Targets Supported** 1b

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

**Targeted Barriers to Achieving the Goal** 3

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

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

- Graduation Coach
- 2 Math Teachers
- 1 Science Teacher
- 1 Reading Teacher
- HQ Tutors
- Supplies

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

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

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

Graduation - SBLT, guidance and the Graduation Coach will monitor students not meeting 2.0 GPA graduation requirement (reflection or meeting notes). PBGHS has graduation rate of 82% in SY15 , 87.7% SY16 and SY17 have not been released, but PBGHS is predicting 92% , and with SIP action plan put in place for SY18 the graduation goal is to maintain the 90% graduation rate.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will maintain the graduation rate and meet the district's long term outcome of increasing the high school graduation rate. **1**

 G094836

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

 B255073

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

 S269506

### Strategy Rationale

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

### Action Step 1 **5**

The Graduation Coach will serve as part of the SLT, and provide data regarding individual students (as well as Class of 2018 as a whole) progress towards meeting Reading, Algebra EOC, and online requirement towards graduation.

#### Person Responsible

MICHELE DAILY

#### Schedule

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

#### Evidence of Completion

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

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

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

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

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

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

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

**Person Responsible**

Larry Clawson

**Schedule**

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

**Evidence of Completion**

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

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

S269507

### Strategy Rationale

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

### Action Step 1 5

Engage students in learning by enhancing classroom resources.

#### Person Responsible

Larry Clawson

#### Schedule

Weekly, from 8/14/2017 to 3/31/2018

#### Evidence of Completion

Purchase orders will reflect materials provided to classrooms.

### Action Step 2 5

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

#### Person Responsible

Charron Brown

#### Schedule

Daily, from 8/15/2017 to 6/1/2018

#### Evidence of Completion

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

**Action Step 3** 5

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

**Person Responsible**

Michael Chamberlin

**Schedule**

Daily, from 8/15/2017 to 6/1/2018

**Evidence of Completion**

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

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

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

**Person Responsible**

Larry Clawson

**Schedule**

Monthly, from 8/15/2017 to 6/1/2018

**Evidence of Completion**

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

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

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

**Person Responsible**

Larry Clawson

**Schedule**

Monthly, from 8/15/2017 to 6/1/2018

**Evidence of Completion**

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

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

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

**Person Responsible**

Larry Clawson

**Schedule**

Quarterly, from 8/15/2017 to 6/1/2018

**Evidence of Completion**

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

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

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

**Person Responsible**

Larry Clawson

**Schedule**

Quarterly, from 8/15/2017 to 6/1/2018

**Evidence of Completion**

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

**G1.B2** Meet the academic needs of the high number of students not having a 2.0 GPA. 2

 B255074

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

 S269508

### Strategy Rationale

High number of students not earning 2.0 GPA needed for graduation

### Action Step 1 5

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

#### Person Responsible

MICHELE DAILY

#### Schedule

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

#### Evidence of Completion

Lists of students not meeting to 2.0 GPA requirement.

### Action Step 2 5

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

#### Person Responsible

Larry Clawson

#### Schedule

Monthly, from 8/15/2017 to 6/1/2018

#### Evidence of Completion

Title I tutoring sign in sheets of teachers and students.

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

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

**Person Responsible**

Larry Clawson

**Schedule**

Quarterly, from 8/15/2017 to 6/1/2018

***Evidence of Completion***

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

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

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

**Person Responsible**

Larry Clawson

**Schedule**

Quarterly, from 8/15/2017 to 6/1/2018

***Evidence of Completion***

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

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S2.A1  A359994	Engage students in learning by enhancing classroom resources.	Clawson, Larry	8/14/2017	Purchase orders will reflect materials provided to classrooms.	3/31/2018 weekly
G1.MA1  M384670	Admin team will monitor all strategies and action steps to determine positive student growth...	Clawson, Larry	8/14/2017	Graduation - SBLT, guidance and the Graduation Coach will monitor students not meeting 2.0 GPA graduation requirement (reflection or meeting notes). PBGHS has graduation rate of 82% in SY15 , 87.7% SY16 and SY17 have not been released, but PBGHS is predicting 92% , and with SIP action plan put in place for SY18 the graduation goal is to maintain the 90% graduation rate.	6/1/2018 quarterly
G1.B1.S1.MA1  M384662	Admin team (guidance, and Graduation Coach) will review data and make adjustments to implementation...	Clawson, Larry	8/14/2017	Lists used in the Senior List meeting will reflect students off the Intensive list moved to Monitoring GPA and Credits only list. Reflection notes on progress and develop an action plan to make adjustments to implementation as needed.	6/1/2018 monthly
G1.B1.S1.MA1  M384663	Admin team will monitor implementation of Graduation Coach to meet individual needs of students...	Clawson, Larry	8/14/2017	Schedule/log, Admin meeting agendas and notes, meeting presentations, meeting lists with notes of student progress. Admin feedback to Graduation Coach and guidance,	6/1/2018 weekly
G1.B1.S1.A1  A359993	The Graduation Coach will serve as part of the SLT, and provide data regarding individual students...	DAILY, MICHELE	8/14/2017	Schedule/log, sample work product, report of student progress towards graduation	6/1/2018 daily
G1.B2.S1.MA1  M384668	Admin team will review data and make adjustments as needed. (Collection of student and teacher...	Clawson, Larry	8/15/2017	Review data reports, student list of the failure report and student sign in sheets for tutoring, and develop and action plan as evidence of adjustments of implementation as needed.	6/1/2018 quarterly
G1.B2.S1.MA1  M384669	Admin team will monitor the number of students attending after school tutoring in each subject...	Clawson, Larry	8/15/2017	Student and teacher sign in sheets for afterschool tutoring, Admin meeting notes, reflection log	6/1/2018 quarterly
G1.B2.S1.A1  A359997	SLT, guidance, and Graduation Coach will monitor students progress reports and report cards to...	DAILY, MICHELE	8/14/2017	Lists of students not meeting to 2.0 GPA requirement.	6/1/2018 quarterly
G1.B2.S1.A2  A359998	Provide after school tutoring in core subject areas. Teachers and students will sign in and...	Clawson, Larry	8/15/2017	Title I tutoring sign in sheets of teachers and students.	6/1/2018 monthly
G1.B1.S2.MA1  M384664	Admin will review Year 1 students' quarterly grades, Year 2 students' diagnostic data & USAs	Clawson, Larry	8/15/2017	Review student assessment reports, admin meeting agendas, notes, sign-ins from meetings at which data is discussed & sample data	6/1/2018 quarterly
G1.B1.S2.MA4  M384665	Admin team will review data and make adjustments as needed. Monitor implementation of additional...	Clawson, Larry	8/15/2017	Review student assessment data, admin meeting agenda, sign-ins, and notes reflecting conversation around science and math courses. Feedback to employee, Reflection on implementation notes, and develop an action plan as needed.	6/1/2018 quarterly
G1.B1.S2.MA1  M384666	Leadership will review and discuss student placement and to ensure intended purpose of positions...	Clawson, Larry	8/15/2017	Admin meeting agenda, sign-ins, and notes reflecting conversation around review of master schedule, course loads, student placement, and class size and student progress.	6/1/2018 monthly

**Palm Beach - 1371 - Palm Beach Gardens High School - 2017-18 SIP**  
*Palm Beach Gardens High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA3 M384667	Admin team will monitor implementation of additional science teacher to scaffolded two course...	Clawson, Larry	8/15/2017	Admin meeting agenda, sign-ins, and notes reflecting conversation around science and math courses. Feedback to employee, Reflection on implementation notes.	6/1/2018 monthly
G1.B1.S2.A2 A359995	Additional science teacher will allow school to offer a scaffolded two course approach to biology.	Brown, Charron	8/15/2017	Mainframe printout of class schedule and class load and copy of PBGHS Science masterboard, sample lesson plans, work products.	6/1/2018 daily
G1.B1.S2.A3 A359996	Additional math teacher will allow school to offer a scaffolded, two course approach to Algebra 1.	Chamberlin, Michael	8/15/2017	Mainframe printout of class schedule and class load and copy of PBGHS Math masterboard, sample lesson plans, work products.	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 deliver effective and relevant instruction to meet the needs of all students, then we will maintain the graduation rate and meet the district's long term outcome of increasing the high school graduation rate.

**G1.B2** Meet the academic needs of the high number of students not having a 2.0 GPA.

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

### **PD Opportunity 1**

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

#### **Facilitator**

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

#### **Participants**

Faculty

#### **Schedule**

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

## VI. Technical Assistance Items

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