2013-2014 SCHOOL IMPROVEMENT PLAN

Boynton Beach Community High

4975 PARK RIDGE BLVD
Boynton Beach, FL 33426
561-752-1200
www.palmbeach.k12.fl.us/boyntonbeachhs

School Demographics

School Type High School	**Title I** Yes	**Free and Reduced Lunch Rate** 80%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 89%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
B	A	B	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Boynton Beach Community High

Principal

Karen Whetsell

School Advisory Council chair

Bradly Dorfberger

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dee Charles	School Based Team Leader

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is comprised of numerous faculty members including:
Karen Whetsell- Principal
Bradly Dorfberger- SAC Chair, Dean
Amy McEachran-Todd- Assistant Principal
Joshua Borthwich-Co-chair, Teacher
Thomas Krol-Teacher
Hazel McFarlane-Teacher
Additionally the SAC has members who are parents, district employees, and community members.

Involvement of the SAC in the development of the SIP

The SAC meets monthly and discusses everything school related. The Principal shares our school's data and vision. The faculty members who are on SAC discuss the strategies and practices they feel would be best to overcome the obstacles we face. The SAC then votes to implement the proposed strategies and they are then added to the school improvement plan. As data is collected throughout the year, changes are made and voted on as necessary.

Activities of the SAC for the upcoming school year

The SAC meets monthly to review data and discuss which strategies and working and which new ones need to be implemented. The SAC is also informed of different school functions and events being planned. The SAC members offer their input and discuss the best way to promote and sponsor the events and are always coming with ways to get the community involved as well.

Projected use of school improvement funds, including the amount allocated to each project

The SAC is projecting to use funds to implement a plan to combat the loss of instructional time due to tardies. The SAC has agreed to fund a weekly Saturday school for students who are habitually tardy. The exact amount has yet to be determined as we collect the data for the program to see if it is worth maintaining for the entire school year or if modifications need to be made.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

The SAC is always trying to recruit new members. SAC meeting times are posted on edline. E-mails are sent to the faculty to invite them. Members are encouraged to bring new people whenever they can to increase involvement. Students are also reminded of meetings during morning announcements.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
7

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Karen Whetsell		
Principal	Years as Administrator: 20	Years at Current School: 3

Credentials

BA, Elementary Education,Florida Atlantic University;
Master of Science- Educational Leadership, Nova South-eastern University;
Principal Certification-State of Florida

Performance Record

Principal of BBCHS
2012 Grade B
Reading High Standards 28%
Reading Gains for low 25% = 62%
Math High Standards 60%
Math High Standards for low 25% = 66%
Principal of DEHTMS in 2009-2011:
2011 Grade A
Reading High Standards %Learning Gains
% Lowest 25 % AYP %
Math-High Standards 60% Learning Gains
70% Lowest 25% 61 AYP 72%
Grade: A, Reading mastery: 87%, Math mastery: 89%, Science mastery: 74%, AYP: 92%. Black and SWD did not make AYP in Reading; Black students did not make AYP in Math.
Principal of DEHTMS in 2008-2009: Grade: A, Reading mastery: 84%, Math mastery: 87%, Science mastery: 68%.AYP: 97%. SWD did not make AYP in Math.
Principal of DEHTMS in 2007-2008:
Grade: A, Reading mastery: 81, Math

David Ferguson		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	Bachelor of Education Masters of Education Educational Leadership Certification Educational Leadership (All Levels) Mathematics (6-12);
Performance Record	Assistant Principal of Boynton Beach High from 2008-Present: 2012 Grade B Reading High Standards 28% Reading Gains for low 25% = 62% Math High Standards 60% Math High Standards for low 25% = 66% 2011 Grade B Reading High Standards 28%Learning Gains42% Lowest 25 48% AYP 72 % Math-High Standards 60% Learning Gains 70% Lowest 25% 61 AYP 72% 2010 Grade B Reading High Standards 22%-Learning Gains 37%-Lowest 25% 37% AYP 72% Math-High Standards 56% Learning Gains 67% Lowest 25% 70 AYP 72% 2009 Grade: C, Reading Mastery: 22%, Math Mastery: 55%, Science Mastery: 26%. AYP: TBD, 85% of AYP criteria met. Restructuring Specialist: Served a number of schools in the West Area. Teacher at Atlantic High School in 2006-2007. Grade: C, Reading Mastery: 51%, Math Mastery: 81%, Science Mastery: 53%. 85% of AYP criteria met

Lyndon Clemons		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	Bachelor of Science Business Administration Masters of Education Educational Leadership Certification Educational Leadership (All levels) Business Education
Performance Record	Assistant Principal of Boynton Beach High from 2006-Present: 2012 Grade B Reading High Standards 28% Reading Gains for low 25% = 62% Math High Standards 60% Math High Standards for low 25% = 66% 2011 Grade B Reading High Standards 28%Learning Gains 42% Lowest 25 48% AYP 72 % Math-High Standards 60% Learning Gains 70% Lowest 25% 61 AYP 72% 2010 Grade B Reading High Standards 22%-Learning Gains 37%-Lowest 25% 37% AYP 72% Math-High Standards 56% Learning Gains 67% Lowest 25% 70 AYP 72% 2009 Grade: C, Reading Mastery: 22%, Math Mastery: 55%, Science Mastery: 26%. AYP: TBD, 85% of AYP criteria met. Assistant Principal of Boynton Beach High in 2007-2008: Grade D, Reading Mastery: 20%, Math Mastery: 49%, Science Mastery: 22%. 64% of AYP criteria met. Assistant Principal of Boynton Beach High in 2006-2007: Grade D, Reading Mastery: 20%, Math Mastery: 45%, Science Mastery: 24%. 64% of AYP criteria met.

Amy McEachran- Todd		
Asst Principal	Years as Administrator: 4	Years at Current School: 3

Credentials	B.A. Elementary Education M.A. Educational Leadership Certifications: Elementary Education Middle Grades English School Principal Endorsements: ESOL Gifted Reading
Performance Record	Assistant Principal Boynton Beach High 2011-present 2012 Grade B Reading High Standards 28% Reading Gains for low 25% = 62% Math High Standards 60% Math High Standards for low 25% = 66% Assistant Principal BAK Middle School of the Arts 2010-2011: Grade "A", Reading mastery: 95% Math mastery 94% Science Mastery: 89% Writing Mastery: 99% Met AYP 2009-2010: Don Estridge High Tech Middle School Grade: "A" Reading master 90%: Math mastery 92%; Writing mastery 96%; Science mastery 76% Did not meet AYP 2008-2009: Bak MSOA Grade: "A" Reading mastery: 95% Math mastery: 93% Science mastery:80% Writing mastery: 100% Met AYP 2007-2008 Grade:" A" Reading mastery 92%: Math mastery 93%: Science mastery 75%: Writing mastery 100%. Met AYP 2006-2007 Grade "A" Reading mastery 91%; Math mastery: 91%: Science mastery 82%; Writing mastery 99%. Met APY

Craig Sommer		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	Bachelor of Science Business / Finance Masters of Education Educational Leadership Certification Business Education (6-12) Educational Leadership (All Levels)
Performance Record	Assistant Principal of Boynton Beach High from 2008 to Present: 2012 Grade B Reading High Standards 28% Reading Gains for low 25% = 62% Math High Standards 60% Math High Standards for low 25% = 66% 2011 Grade B Reading High Standards 28%Learning Gains42% Lowest 25 48% AYP 72 % Math-High Standards 60% Learning Gains 70% Lowest 25% 61 AYP 72% 2010 Grade B Reading High Standards 22%-Learning Gains 37%-Lowest 25% 37% AYP 72% Math-High Standards 56% Learning Gains 67% Lowest 25% 70 AYP 72% 2009 Grade: C, Reading Mastery: 22%, Math Mastery: 55%, Science Mastery: 26%. AYP: TBD, 85% of AYP criteria met. Learning Team Facilitator of Boynton Beach High in 2007-2008: Grade D, Reading Mastery: 20%, Math Mastery: 49%, Science Mastery: 22%. 64% of AYP criteria met. Teacher at West Boca High School in 2006-2007. Grade: B, Reading Mastery: 51%, Math Mastery: 81%, Science Mastery: 53%. 92% of AYP criteria met

Gary Groover

Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	Bachelor of Science Florida Atlantic University; Master's degree in Educational Leadership, Nova Southeastern University. Certification:Educational Leadership ESOL endorsed
Performance Record	Assistant Principal Boynton Beach Community High School 2012 Grade B Reading High Standards 28% Reading Gains for low 25% = 62% Math High Standards 60% Math High Standards for low 25% = 66% Assistant Principal of Palm Beach Lakes High School in 2010-2011: School grade pending.Reading Mastery: 22%, Math Mastery: 54%, Science Mastery: 29%, Writing Mastery 80%. AYP: 77% Total; Black, Hispanic, ED,and SWD did not make AYP in either Reading or Mathematics. 2009-2010:School grade pending.Reading Mastery: 21%, Math Mastery: 55%, Science Mastery: 30%, Writing Mastery 89%. AYP: 72%, Total, Black, Hispanic, ED,and SWD did not make AYP in either Reading or Mathematics.

Alexis Glenn

Asst Principal	Years as Administrator: 1	Years at Current School: 6

Credentials	B.A. in Criminal Justice Master's of Arts in Education Certifications: Reading Endorsed ESE K-12 Educational Leadership (all levels)
Performance Record	

Instructional Coaches

# of instructional coaches

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Junita Rodriguez		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics	
Credentials	Degrees: Bachelor of Science in Electronics Engineering Technology Certifications: Mathematics 5-9 Mathematics 6-12 Tech Ed 6-12	
Performance Record	2012 Boynton Beach High Math High Standards 60% Math High Standards for low 25% = 66% 2003-2010 Don Estridge High Tech MiddleSchool Grade A Learning Gains last 4 years 85%-98% AYP school wide-yes (4years)	

Matthew Bezio		
Part-time / School-based	Years as Coach: 1	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	Master's in Literacy Bachelors in Global Studies and Education Reading and Social Studies certifications	
Performance Record	2012 Grade B Reading High Standards 28% Reading Gains for low 25% = 62%	

Christine Bosard		
Part-time / School-based	Years as Coach: 1	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	Degrees: B.S. Childhood Education M.S. Literacy Specialist (Birth-12) Certificates Reading Pre-K-12 (NY & FL) Elementary Education 1-6 (NY & FL)	
Performance Record	2012 Grade B Reading High Standards 28% Reading Gains for low 25% = 62%	

Ernest Anderson

Part-time / School-based	Years as Coach: 1	Years at Current School: 11

Areas	Other
Credentials	B.A. in English B.A. in Philosophy Certified in English 6-12 Certified in ESOL 6-12
Performance Record	Boynton Beach Community High School 2012 Grade B Writing % satisfactory or higher 61% Reading Gains for low 25% = 62%

Derek Hardeman

Part-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Science
Credentials	B.S. In Biology 6-12 Life Science Certification (FL & TX)
Performance Record	

Classroom Teachers

# of classroom teachers
107

 # receiving effective rating or higher
100, 93%

 # Highly Qualified Teachers
98%

 # certified in-field
91, 85%

 # ESOL endorsed
29, 27%

 # reading endorsed
13, 12%

 # with advanced degrees
42, 39%

 # National Board Certified
1, 1%

 # first-year teachers
14, 13%

 # with 1-5 years of experience

61, 57%

 # with 6-14 years of experience

29, 27%

 # with 15 or more years of experience

17, 16%

Education Paraprofessionals

# of paraprofessionals

6

 # Highly Qualified

0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Provide mentor for each teacher new to the school
2. Monthly meetings with teaches new to the school to
provide group support in areas of need.
3. Attendance at recruiting fairs
4. Provide a single school culture for behavior for safe and
secure environment
5.Common Planning with grade level and subject area teams
6.Opportunities for professional development
All of these will be handled by administration

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback and in addition
monthly new teacher support meetings will be held for all new teachers to provide information and training in areas necessary to become an excellent teacher. Training will include assistance in all areas related to the teaching needs including classroom management, organization, lesson planning, delivery of lessons etc.
Mentor Pairings:

Gabrielle Blatt Reading- Mentor: Matthew Bezio
Elizabeth Butler English- Mentor: Nnia Wilson
Marie Davis Reading- Mentor- Jenny Craige
Martin Mont English- Mentor Nina Wilson
Jommar Rivera Agosto Geometry- Mentor: Juanita Rodriguez
Amanda Rosenberg Reading- Mentor: Matthew Bezio
Karen Mingo Math- Mentor: Jason Tam

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The problem-solving process for implementing and monitoring the MTSS at Boynton Beach High School is as follows: Students are referred to the School Based Team for various reasons such as behaviorla, academics, tardiness, and excessive absences as well as social personal issues.. The SBT members use data from both TERMS and EDW to devise action plans to assist students. All students are assigned a case liaison who works closely with teachers, parents, and most importantly with the students to help them reach success. Numerous interventions such as behavioral contracts, academic intervention, individula counseling and mentoring are set in place to help students. Students are tracked and moved through the different RTI tiers as needed.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school based RtI Leadership Team will meet on the first and third Monday of each month to review data which will include universal screenings, diagnostic data, FCAT data etc. Based on this information, the team will identify areas where professional development is needed to strengthen the learning environment for all students. From this information the team will set the Core Instruction including setting the targets for all students. (Tier 1). The team will then identify students who are not meeting the academic and/or behavioral targets. The identified student will then be referred to the team to determine interventions needed to assist the student. An Intervention Plan will be developed for the student using the
Problem Solving Model. The Intervention Plan will identify the student's specific areas of deficiencies and provide research based interventions to assist the student in meeting the academic/behavior issue. Each student will be assigned a case liaison (a member of the RtI Leadership Team) to support the plan and the teacher implementing the plan. The case liaison will report to the committee data developed as the intervention(s) are implemented.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Utilizing the data from previous year, the SAC members will help develop the SIP to focus attention on the Tier 1, Tier 2 and Tier 3 targets. They will review deficiencies as shown by the data and develop strategies to meet the targets. RtI Leadership Team will work with the SAC to assure targets support students needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Examples of data used: FCAT Tests, Palm Beach County Diagnostic Tests, Diagnostic Assessment for Reading, Palm Beach Writes, CELLA, Mini Assessments, Teacher Assessments, Discipline Referrals, Absences/Tardies, EDW Reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The School Based Team members work to keep teachers and parents informed about the Multi-Tiered System of Support based on the student's response to the intervention plan that has been set in place for each student. Teachers are given copies of the plans so that they may implement the interventions in the classroom setting. Parents are informed of the interventions that are being used with their child at parent conferences. Students are tracked for a set period of time and changes are made to interventions if needed or if their RTI tier levels change.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Tutorials in math and reading are offered to at risk students who are performing below grade level. The sessions are offered for 4-6 weeks at a time and scheduled near high stakes test administration such as FCAT2.0, EOC, and college entrance exams. Tutorials are offered Monday-Wednesday from 3pm-5pm.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data from high stakes tests is collected. If the majority of students achieve success on the high stakes test, the strategy is considered effective.

Who is responsible for monitoring implementation of this strategy?

Academic Coaches and Assistant Principals monitor the tutorials.

Strategy: Before or After School Program

Minutes added to school year: 288

Students work after school from 3pm-5pm, Monday through Thursday to recover English credit previously failed.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students' grade point averages, credit summaries, and graduation rate are monitored to determine success of the program.

Who is responsible for monitoring implementation of this strategy?

Guidance counselors, assistant principal

Strategy: Before or After School Program

Minutes added to school year: 5,688

Students work from 3-5 pm, Monday through Thursday and every other Saturday on recovering credit for courses they previously failed.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students' grade point averages, credit summaries, and graduation rate are monitored for demonstration of effectiveness.

Who is responsible for monitoring implementation of this strategy?

Graduation coach, principal

Strategy: Summer Program

Minutes added to school year: 1,920

Students work at their own pace on critical skills assignments in order to recover English credits. Program runs for 8 sessions from 8am-12pm on Monday-Thursday, for two weeks.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students' grade point averages and grades are tracked to determine success of program.

Who is responsible for monitoring implementation of this strategy?

Guidance counselors, assistant principal

Strategy: Summer Program

Minutes added to school year: 10,080

Credit recovery program for students who are not on track for graduation. Program lasts for 7 weeks. Students attend from 8-1pm Monday through Thursday.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students' grade point averages, credit summaries, and graduation rate are monitored to determine success of the program.

Who is responsible for monitoring implementation of this strategy?

Graduation coach, principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Karen Whetsell	Principal
Amy McEachran-Todd	Assistant Principal
Craig Sommer	Assistant Principal
Matthew Bezio	Reading Coach
Christine Bosard	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team meets quarterly for a minimum of one hour per meeting. Members of the LLT collaborate to implement school-wide initiatives which include, but are not limited to:Incentive programs for reading improvement and achievement. Vocabulary development and enrichment practices.
Integration of reading benchmarks into all content area and elective courses.

Major initiatives of the LLT

A curriculum calendar is designed to identify the order of reading tested benchmarks. All content area and designated elective teachers will be responsible for addressing the tested reading benchmarks in order as specified on the reading curriculum calendar.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

SAT word of the day- will introduce a new vocabulary word each day that will be reinforced in every class and shown in multiple contexts to give students exposure to words they might not have otherwise. Pre and post tests are given every week to keep accurate data on the impact of the initiative.
Students use marking the text strategies when reading content area text in various classes.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

At Boynton Beach Community High School we continually focus student attention on preparation for success in careers and in college. During morning announcements students are reminded that the actions that they take, and the effort that they put into their high school work, will have a tremendous amount of influence over their futures. Classroom teachers use "Essential Questions" to make instruction relevant. An "Essential Question" is a question to which a student will remember the answer 10 or more years into the future. Additionally, we are focusing on offering elective programs that culminate in an Industry Certification Exam. This offers real world relevance to students because they can clearly see the relationship between the classroom and their future.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Every nine weeks grade level assemblies are held. The principal discusses graduation requirements, upcoming challenges and recent academic and behavioral successes and failures. She also ensures that all students know the academic and elective classes that are available.
The AVID system will be implemented at Boynton Beach High to assist students in preparing and planning for college and to ensure the students are aware of the courses etc. needed to meet their goals.
Part of the Positive Behavior Support (THE DREAM) is to plan lessons presented to the entire student body regarding setting goals (the students dreams) and making a plan to meet the dream.
Each fall Boynton Beach Community High School hosts a "college fair" with representatives from local and state colleges. This includes representatives from the "Historically Black College Tour". This serves as the kick off for our ACT and SAT preparation work that we do in Reading, English and Math classes. Students are reminded daily of the importance of academic excellence and their futures. We have a display board near the main office dedicated to college acceptance letters as well as academic scholarship notifications.

Strategies for improving student readiness for the public postsecondary level

In order to prepare and improve our students readiness for the public postsecondary level we aligned our expectations and give students information about their level of readiness based on their performance on PERT prior to the end of their junior year to ensure that students do not waste their final year in high school. We ensured that items from the ACT or SAT were included on their high school assessments. Upper level students were placed in college preparatory mathematics, and continuously exposed to rigorous reading and writing opportunities during their senior year. Students are also encouraged to take industry certification courses upon entering high school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	28%	No	48%
American Indian				
Asian				
Black/African American	35%	19%	No	42%
Hispanic	44%	37%	No	50%
White	71%	63%	No	74%
English language learners	26%	6%	No	33%
Students with disabilities	33%	17%	No	39%
Economically disadvantaged	39%	25%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	209	15%	20%
Students scoring at or above Achievement Level 4	91	6%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	380	57%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	100	62%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	111	42%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	15%	20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	38	14%	19%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	119	30%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	207	62%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		55%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	60%	Yes	55%
American Indian				
Asian				
Black/African American	48%	50%	Yes	54%
Hispanic	53%	64%	Yes	58%
White	58%	83%	Yes	63%
English language learners	48%	51%	Yes	53%
Students with disabilities	48%	50%	Yes	53%
Economically disadvantaged	50%	55%	Yes	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	249	62%	67%
Students in lowest 25% making learning gains (EOC)	53	66%	71%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	133	34%	39%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	170	45%	50%
Students scoring at or above Achievement Level 4	32	9%	14%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	34%	39%
Students scoring at or above Achievement Level 4	30	19%	24%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		34%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		61%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	49%	54%
Students scoring at or above Achievement Level 4	33	28%	33%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	64	5%	10%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		96%	98%
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	791	55%	60%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	498	74%	79%
Completion rate (%) for CTE students enrolled in *accelerated* courses		96%	98%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	20	3%	
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	17	2%	1%
Students in ninth grade with one or more absences within the first 20 days	98	27%	22%
Students in ninth grade who fail two or more courses in any subject	103	28%	23%
Students with grade point average less than 2.0	230	16%	11%
Students who fail to progress on-time to tenth grade	44	12%	7%
Students who receive two or more behavior referrals	406	28%	23%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	287	20%	15%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	50	3%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	236	68%	73%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	63	67%	72%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	241	70%	65%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

At the high school, many parent involvement activities center or graduation requirements and the college application and financial aid process. Our targets this year include including more academic focused parent trainings and more one on one evening appointments with counselors and possible teachers.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of academic parent trainings. Include math as well as reading.	1		2%
Increase attendance at parent meetings.			8%
Increase number of parent conference nights and include teachers.	2		3%

Area 10: Additional Targets

Additional targets for the school

Boynton Beach Community High School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8) as applicable to grade levels including but not limited to:
History of Africans and African Americans
Hispanic Contributions
Women's Contributions
Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase percentage of students proficient on Biology I EOC	90	77%	80%

Goals Summary

G1. Increase the percentage of students who are on time graduates and ready for college and career.

G2. Increase the percentage of students reaching mastery on the Algebra I EOC to 63%.

G3. Increase the percentage of students scoring level 3 or above on FCAT 2.0 to 35%.

Goals Detail

G1. Increase the percentage of students who are on time graduates and ready for college and career.

Targets Supported

- Algebra 1 EOC

- Geometry EOC

- U.S. History EOC

- Science - High School

- Science - Biology 1 EOC

- STEM - High School

Resources Available to Support the Goal

- Teachers

- Parents

- Community resources

Targeted Barriers to Achieving the Goal

- Some students lack the motivation to commit to the rigorous work required to graduate on time.

- Some students have fallen so far behind that they are discouraged and feel they cannot catch up.

- Some students lack the social skills needed to succeed in the comprehensive high school setting.

- Some students have difficulty meeting reading and math mastery, as well as achieving college ready scores.

- Many students are first generation college applicants, and their families lack the knowledge and resources to move them through the process.

Plan to Monitor Progress Toward the Goal

Graduation Task Force Meetings

Person or Persons Responsible
All members of Graduation Task Force

Target Dates or Schedule:
Bi-weekly, on Monday mornings

Evidence of Completion:
Number of students on track to graduate will increase as barriers to graduation are eliminated

G2. Increase the percentage of students reaching mastery on the Algebra I EOC to 63%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Teachers
- parents
- Title I funds
-

Targeted Barriers to Achieving the Goal
- Students lack skills and knowledge needed to find success on high stakes assessments.
- Students need immediate feedback and differentiated instruction in order to learn critical skills.
- Students with special needs struggle to process, comprehend, and apply complex math concepts.
- Parents do not understand the important role they play in supporting their children's education.

Plan to Monitor Progress Toward the Goal

Analyze data gathered from classroom assessments, district diagnostic assessments, and EOC

Person or Persons Responsible
Math Coach- Juanita Rodriguez, Learning Team Facilitator- Jennifer Poorman, All math teachers

Target Dates or Schedule:
Every other week

Evidence of Completion:
New strategies to adjust teaching will be implemented when students do not demonstrate mastery of skills based on data.

G3. Increase the percentage of students scoring level 3 or above on FCAT 2.0 to 35%.

Targets Supported

Resources Available to Support the Goal
- Teachers delivering classroom instruction.
- After school tutorials.
- Parents supporting students at home.

Targeted Barriers to Achieving the Goal
- Students lack strong tier two vocabulary needed to make meaning from complex text.
- Students lack confidence in their ability to meet standard for success on high stakes reading assessment.
- Parents do not understand the importance of their involvement in their children's education.

Plan to Monitor Progress Toward the Goal

Data from SAT word of the day, classroom assessments, Core K-12, and tutorial data will be collected and compiled monthly.

Person or Persons Responsible
Principal- Karen Whetsell, Assistant Principal- Amy McEachran-Todd, Reading Coaches- Christine Bosard, Matthew Bezio

Target Dates or Schedule:
Critical decision makers will meet on the last Friday of each month to review data and make decisions regarding further implementation.

Evidence of Completion:
Student achievement data must reflect student growth and attendance at tutorials and parent training must be substantial.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the percentage of students who are on time graduates and ready for college and career.

G1.B2 Some students lack the motivation to commit to the rigorous work required to graduate on time.

G1.B2.S1 Increase efficiency of Graduation Task Force designed to monitor each senior individually.

Action Step 1

Graduation Task Force members will be assigned a cohort of approximately 20 students to monitor. Task for members will meet with their students twice each month to discuss strategies needed to ensure graduation. Task Force members will also contact parents, offer encouragement, and reinforce action steps taken by the students.

Person or Persons Responsible

Counselors, Administrators, ELL Coordinator, ESE Coordinator, Graduation Coaches, Social Services Facilitator, Career Navigator.

Target Dates or Schedule

Task Force will meet every other week on Monday mornings.

Evidence of Completion

Individual conference notes and meeting notes

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

Each Task Force member must report verbally on his or her students at each meeting. A master set of notes is kept of all reports

Person or Persons Responsible

Principal- Karen Whetsell

Target Dates or Schedule

Every other Monday morning

Evidence of Completion

Task Force member reports, copy of master notes

Plan to Monitor Effectiveness of G1.B2.S1

Graduation status reports will be used to calculate percentage of students on track to graduate

Person or Persons Responsible

Assistant Principal- Alexis Glenn

Target Dates or Schedule

Monthly

Evidence of Completion

Percentage of on track students will increase from month to month

G1.B2.S2 Tutorials will be implemented for second language learners who are seeking industry certification.

Action Step 1

Second language students will have the opportunity to work in small group tutorials to develop skills needed to achieve technology industry certifications that increase their employ-ability at a pace that is appropriate for their learning needs. Second language learners are often discourage because their language barrier delays their ability to achieve all graduation requirements.

Person or Persons Responsible

Industry certification teacher

Target Dates or Schedule

Monday-Wednesday from 3-5 pm.

Evidence of Completion

Attendance records, lesson plans

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

Support for teacher including parent contact, monitoring of attendance, student direction

Person or Persons Responsible

ELL Coordinator- Sereathra Beamon

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance records, lesson plans, industry certifications

Plan to Monitor Effectiveness of G1.B2.S2

Industry certifications achieved by students

Person or Persons Responsible

Industry certification teacher, Assistant Principal- David Ferguson

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will achieve industry certifications, students who fail to meet certification will be re-enrolled in tutorial

G1.B2.S3 Increase capacity of teachers to meet the needs of diverse learners.

Action Step 1

Provide modeling of lessons, professional development, lesson study, and individual conferencing to science teachers.

Person or Persons Responsible

Science Coach- Derek Hardeman

Target Dates or Schedule

Learning Team Meetings, Late Start Professional Development, Common Planning, ongoing, as needed

Evidence of Completion

Coaches log, Learning Team Meeting Notes, Professional Development agendas

Facilitator:

Derek Hardeman

Participants:

Science teachers

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

Teachers will have access to coach for modeling lessons, co-teaching lessons, informal analysis of lessons with conferencing for improving instruction

Person or Persons Responsible

Science Coach- Derek Hardeman, Assistant Principal- Craig Sommer

Target Dates or Schedule

Ongoing, as needed

Evidence of Completion

Coaches logs, LTM minutes, Professional Development Agendas, conference notes

Plan to Monitor Effectiveness of G1.B2.S3

Teacher observations

Person or Persons Responsible

Science coach- Derek Hardeman, Assistant Principal- Craig Sommer

Target Dates or Schedule

According to district schedule, Educator Support Program Schedule, and as needed

Evidence of Completion

Teachers will fall in the developing, applying, or innovating range of the scale.

G1.B3 Some students have fallen so far behind that they are discouraged and feel they cannot catch up.

G1.B3.S1 Refine New Horizons Program for severely off track senior and fifth year seniors.

Action Step 1

Provide alternate, small group setting for students that allows them to accelerate course completion through use of online software while also providing access to small group or individual instruction as needed. Scheduling provides students with opportunity to work if needed.

Person or Persons Responsible

Graduation Coach- Tasia Sawyer, Assistant Principal- Alexis Glenn, Teachers

Target Dates or Schedule

Monday-Thursday from 4-8 pm. Every other Saturday from 8 am-1pm

Evidence of Completion

Attendance records, progress and completion reports, grade forgiveness documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Progress and completion reports will be checked. Individual goals will be set for each student regarding the amount of work they will complete in a specified time period.

Person or Persons Responsible

Graduation Coach- Tasia Sawyer, Assistant Principal- Alexis Glenn

Target Dates or Schedule

Weekly

Evidence of Completion

Graduation Status screens for individual students (A14)

Plan to Monitor Effectiveness of G1.B3.S1

Individual student Graduation Status screens (A14) and grade level Graduation Status reports from Education Data Warehouse

Person or Persons Responsible

Graduation Coach- Tasia Sawyer, Assistant Principal- Alexis Glenn

Target Dates or Schedule

On going

Evidence of Completion

Individual grade point averages and credits completed will increase. Students not making progress will be given specific plans including short term goals and deadlines, parents will be contacted

G1.B3.S2 Implement English Credit Recovery Program after school and for two weeks during summer for students who were not able to achieve success in English class.

Action Step 1

Identify critical skills taught in each semester of each year of English and compile activities that will address these skills. Students will complete activities at their own pace either individually or in small groups with access to a teacher. Curriculum will be compacted in order to allow students greater opportunity for success.

Person or Persons Responsible

English Department Head- Ernest Anderson, English Teacher

Target Dates or Schedule

Monday-Wednesday from 3-5 p.m. June 9-12 and 16-19 from 8-12 p.m.

Evidence of Completion

Grade sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Materials will be provided, students will be identified

Person or Persons Responsible

English Department Head- Ernest Anderson, Guidance Counseling Team

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

Registration forms for students, attendance sheets, grade forgiveness documentation

Plan to Monitor Effectiveness of G1.B3.S2

Grade forgiveness documentation, individual student Graduation Status (A14) and Academic History (A13) screens will serve as data for effectiveness.

Person or Persons Responsible

Guidance Counseling Team

Target Dates or Schedule

Ongoing as students complete

Evidence of Completion

Individual student grade point averages will increase. Guidance counselors will monitor attendance records and meet with students who are not progressing or attending regularly.

G1.B4 Some students lack the social skills needed to succeed in the comprehensive high school setting.

G1.B4.S1 Continue to refine and develop the Horizons program for students who are over age and behind in credits.

Action Step 1

The Horizons program is an alternate setting on the campus of our school. A small group of students attend during adjusted school hours, are provided instruction through online curriculum as well as direct teacher instruction, and receive support in social personal skills as well as career development skills. Small setting and adjusted hours provide opportunity for students to develop work ethic, focus, and social skills needed to transition into comprehensive high school setting.

Person or Persons Responsible

Graduation Coach- Tasia Sawyer, Social Services Facilitator- Howard Brown, Career Navigator- Kathleen Alexis, Content Area Teachers

Target Dates or Schedule

Monday-Thursday- 9am-5pm, every other Saturday 8am-1pm

Evidence of Completion

Individual student Graduation Status (A14) and Academic History (A13) screens.

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

Identification of students, support with parent communication, curriculum support

Person or Persons Responsible

Graduation Coach- Tasia Sawyer, Assistant Principal- Alexis Glenn

Target Dates or Schedule

Ongoing, as needed

Evidence of Completion

Conference notes, attendance records, individual student progress records

Plan to Monitor Effectiveness of G1.B4.S1

Individual student Graduation Status (A14) and Academic History (A13) screens- student grade point averages and number of credits earned will increase

Person or Persons Responsible

Graduation Coach- Tasia Sawyer, Assistant Principal- Alexis Glenn, Team

Target Dates or Schedule

Weekly meetings on Fridays to review individual student progress

Evidence of Completion

Student grade point averages will increase, number of credits earned will increased. Students not progressing will receive individual plan including short term goals and deadlines. Parents will be notified.

G1.B5 Some students have difficulty meeting reading and math mastery, as well as achieving college ready scores.

G1.B5.S1 Provide opportunities for small group instruction through tutorials after school.

Action Step 1

Identify students who would benefit from small group instruction and extra practice on ACT. Schedule after school tutorials to provide the small group instruction and extra practice.

Person or Persons Responsible

Reading coaches- Christine Bosard and Matthew Bezio, Selected Reading Teachers

Target Dates or Schedule

Three weeks preceding December 14, 2013 and April 12 administration of ACT

Evidence of Completion

Lesson plans, attendance records

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Students will be identified and invited to tutorial, materials will be provided

Person or Persons Responsible

Reading Coaches-Christine Bosard and Matthew Bezio, Assistant Principal- Amy McEachran-Todd

Target Dates or Schedule

Preceding and during each tutorial session

Evidence of Completion

Student attendance and practice scores will be collected throughout and at the completion of tutorial

Plan to Monitor Effectiveness of G1.B5.S1

Student practice scores, ACT scores

Person or Persons Responsible

Reading Coaches-Christine Bosard, Matthew Bezio, Assistant Principal-Amy McEachran Todd

Target Dates or Schedule

At completion of tutorial, when ACT scores are released

Evidence of Completion

Students' practice scores will increase as they utilize strategies, students will achieve college ready and concordant scores on ACT

G1.B6 Many students are first generation college applicants, and their families lack the knowledge and resources to move them through the process.

G1.B6.S1 Implement AVID strategies school wide as well as offer AVID elective for selected students.

Action Step 1

Implement research based AVID strategies (Cornell Note-taking, use of binder, Essential Questions, Socratic Seminars, etc) school wide. Offer AVID elective to selected students who meet criteria. Schedule AVID parent night to teach parents strategies and how to support their children's success in high school and post-secondary endeavors.

Person or Persons Responsible

AVID Coordinator- Matthew Bezio

Target Dates or Schedule

Ongoing, throughout the school year, summer institute

Evidence of Completion

Documentation of implementation of AVID strategies

Facilitator:

AVID trained teachers and AVID Coordinator- Matthew Bezio

Participants:

All teachers

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

Materials will be provided, professional development will be provided,

Person or Persons Responsible

AVID Coordinator- Matthew Bezio

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student binders, workshop agendas and evaluations, lesson plans, board configurations in classrooms reflecting use of Essential Question

Plan to Monitor Effectiveness of G1.B6.S1

Lesson plans documenting use of AVID strategies, GPA of selected AVID students

Person or Persons Responsible

AVID Coordinator- Matthew Bezio, Observing Assistant Principals

Target Dates or Schedule

Quarterly, at the end of each nine weeks

Evidence of Completion

AVID strategies will be documented in lesson plans and observed, AVID students will maintain graduation ready and above grade point averages

G1.B6.S2 Provide parent training nights and parent information nights, individual counseling appointment times, in school college and career fair

Action Step 1

Schedule parent information nights throughout the school year to inform and train parents in how to support their students as they apply for college, seek financial aid and scholarships, prepare to actually attend college and schedule an in school college, career, and military fair to provide opportunity for students to interact with representatives in safe, familiar environment.

Person or Persons Responsible

Guidance Team, Graduation Coach, Career Navigator, Social Services Facilitator

Target Dates or Schedule

In the fall, winter and spring of the school year

Evidence of Completion

Sign in sheets, evaluation forms, flyers, agendas, thank you letters

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Materials will be provided as needed, planning time and meetings will be scheduled, food items will be ordered, access to avenues of promotion (website, Edline, flyers, marquee) will be provided

Person or Persons Responsible

Guidance Coordinator- Fredrina Combs, Assistant Principals- Amy McEachran Todd and Alexis Glenn

Target Dates or Schedule

During planning stage of events

Evidence of Completion

Action plans, notes from meetings, flyers, attendance sheets, evaluations

Plan to Monitor Effectiveness of G1.B6.S2

Attendance sheets, evaluation sheets from parents and students

Person or Persons Responsible

Guidance Coordinator- Fredrina Combs, Title I Coordinator- Amy McEachran Todd

Target Dates or Schedule

During planning and debrief sessions

Evidence of Completion

Events will be well attended, evaluation sheets will indicate that events were helpful to families

G2. Increase the percentage of students reaching mastery on the Algebra I EOC to 63%.

G2.B1 Students lack skills and knowledge needed to find success on high stakes assessments.

G2.B1.S1 Provide small group, targeted instruction in after school tutorials.

Action Step 1

Students will be identified to receive small group instruction based on formal and informal assessments. Students in tutorial will use Pearson SuccessNet to further identify specific weaknesses and receive instruction both online and through direct teacher support.

Person or Persons Responsible

Math Coach- Juanita Rodriguez, Selected Math Teachers

Target Dates or Schedule

November, December, March, and April, scheduled before Algebra EOC

Evidence of Completion

Attendance records, progress reports

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

Access to Pearson SuccessNet and other student materials will be provided as needed, current student achievement levels and areas of weakness will be identified preceding beginning of tutorial

Person or Persons Responsible

Math Coach- Juanita Rodriguez

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

Attendance records, student work samples

Plan to Monitor Effectiveness of G2.B1.S1

Algebra EOC results, Pre and post test from tutorial

Person or Persons Responsible

Math Coach- Juanita Rodriguez

Target Dates or Schedule

At completion of tutorials and when EOC results are released

Evidence of Completion

EOC pass rate increases, comparison of pre and post test results

G2.B2 Students need immediate feedback and differentiated instruction in order to learn critical skills.

G2.B2.S1 Employ clicker technology during day to day instruction in order to provide on the spot data to teachers.

Action Step 1

Clicker technology will be used for instant feedback of student comprehension of learning goal, allowing the teacher to differentiate instruction on the spot for either small groups or whole group. Teacher will adjust pacing based on class results, having the information needed to make decision to reteach, enrich, or move forward to next goal. Other materials and manipulatives will be used as needed.

Person or Persons Responsible

All math teachers

Target Dates or Schedule

During Learning Team Meetings, Late Start Days, Common Planning

Evidence of Completion

Lesson plans, item analysis reports generated by clicker software

Facilitator:

Juantia Rodriguez

Participants:

All math teachers

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

Professional development workshops will be conducted on how to use the clicker technology, Modeling of practical use of clicker technology and of how to respond to data on the spot in the classroom, assistance as teachers begin to implement technology

Person or Persons Responsible

Math Coach- Juanita Rodriguez

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

Lesson plans, item analysis reports generated by clicker software

Plan to Monitor Effectiveness of G2.B2.S1

Scores on unit assessments, district diagnostic tests

Person or Persons Responsible

Math Coach- Juanita Rodrigues, All math teachers

Target Dates or Schedule

At conclusion of instruction for each unit

Evidence of Completion

Students meet mastery on classroom assessments and increase scores on diagnostic tests

G2.B3 Students with special needs struggle to process, comprehend, and apply complex math concepts.

G2.B3.S1 Use Mobi/WorkSpace to assist processing by use of color coding and ability to easily print notes for students

Action Step 1

Use color coding capability to visually discriminate between steps in problem solving process. Teacher can print notes on the spot to meet required student documented student interventions or for students who are absent. Teacher can post PDF copies to Edline for students to provide assistance to students working at home or absent from class.

Person or Persons Responsible

All math teachers

Target Dates or Schedule

During Learning Team Meetings, Late Start Days, Common Planning

Evidence of Completion

Lesson plans, teacher observations, Edline

Facilitator:

Math Coach- Juanita Rodriguez

Participants:

Math teachers as needed to initiate use or refine and develop use

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Professional development will be provided for teacher who need it, modeling of use of Mobi/WorkSpace will be provided in individual teacher classrooms, assistance and support will be offered as teachers begin to implement the technology on their own.

Person or Persons Responsible

Math Coach- Juanita Rodriguez

Target Dates or Schedule

Ongoing, as needed

Evidence of Completion

Coaches log, lesson plans, observations

Plan to Monitor Effectiveness of G2.B3.S1

Student scores on unit assessments, Algebra EOC scores

Person or Persons Responsible

Math Coach- Juanita Rodriguez, All math teachers

Target Dates or Schedule

At the end of each unit, when EOC scores are released

Evidence of Completion

Students will meet mastery of materials, increase in EOC pass rate

G2.B4 Parents do not understand the important role they play in supporting their children's education.

G2.B4.S1 Schedule parent nights to train students in how to support their children's success.

Action Step 1

Schedule parent nights and plan specific activities for parents of ELL, ESE, Standard and Advanced curriculum to teach them what is expected of their students and how to help them achieve success.

Person or Persons Responsible

Math Coach- Juanita Rodriguez, Assistant Principal- Craig Sommer

Target Dates or Schedule

During the month of February

Evidence of Completion

Promotion materials, sign in sheets, evaluation sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Material will be provided, food will be ordered, agenda for program will be planned, promotion to families will be conducted

Person or Persons Responsible

Math Coach- Juanita Rodriguez, Assistant Principal- Craig Sommer

Target Dates or Schedule

Preceding scheduled date of parent night

Evidence of Completion

Action plan, notes from planning meetings, parent sign in sheets, evaluation sheets

Plan to Monitor Effectiveness of G2.B4.S1

Parent sign in sheets, evaluation sheets

Person or Persons Responsible

Math Coach-Juanita Rodriguez, Assistant Principal- Craig Sommer

Target Dates or Schedule

During debrief of event

Evidence of Completion

Event will be well attended, evaluation sheets will indicate that event was helpful to parents and families

G3. Increase the percentage of students scoring level 3 or above on FCAT 2.0 to 35%.

G3.B1 Students lack strong tier two vocabulary needed to make meaning from complex text.

G3.B1.S1 Refine school wide vocabulary program using SAT words in order to expose students to multiple meanings, multiple uses of words, and words used in strong context.

Action Step 1

Implement school wide SAT Word of the Day.

Person or Persons Responsible

All teachers

Target Dates or Schedule

At the beginning of each class period, every day.

Evidence of Completion

Student daily SAT Word of the Day sheets. Data from pre and post tests.

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

Teachers will be provided with a binder holding daily activities to be projected for students to see. Activities can also be accessed on the common I: drive for projection from computer. Teachers will also be provided with copies of student version of activity to distribute to their period 1 classes each day.

Person or Persons Responsible

Reading coach: Matt Bezio will coordinate development and distribution of activities.

Target Dates or Schedule

Weekly observations. Data collected monthly.

Evidence of Completion

Student worksheets will show work in each period of the day. All teachers will administer and submit pre-tests and post-tests.

Plan to Monitor Effectiveness of G3.B1.S1

Students will be given a pretest of 20 words chosen for instruction. After instruction of those 20 words, students will be given a post-test on the same 20 words.

Person or Persons Responsible

Reading coach, Matthew Bezio will develop the pre-and post tests.

Target Dates or Schedule

Monthly

Evidence of Completion

The percentage of students demonstrating mastery of teach word will increase from the pre-test to the post test.

G3.B2 Students lack confidence in their ability to meet standard for success on high stakes reading assessment.

G3.B2.S2 Provide rigorous instruction through use of Springboard curriculum, AICE General paper, and advanced placement courses.

Action Step 1

Provide instruction in critical analysis of complex text and build student skill to high level course work using strategies that make curriculum accessible to all students including ELL and ESE students.

Person or Persons Responsible

English teachers will implement the strategy

Target Dates or Schedule

District provided workshops, Learning Team Meetings, Late Start Days, Common Planning

Evidence of Completion

Lesson plans, observations, student grades

Facilitator:

English department head and coach: Ernest Anderson, Learning Team Facilitator: Jennifer Poorman, District Support Personnel: Kelley Houghton and Bryan Sandala

Participants:

English teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Teachers will have opportunities to observe one another, have lessons modeled or co-taught in their classrooms, work together to analyze and refine strategies, participate in one on one conferences regarding growth in instructional practice

Person or Persons Responsible

Coach- Ernest Anderson, Learning Team Facilitator- Jennifer Poorman, District support personnel-Kelley Houghton and Bryan Sandala, ELL Coordinator- Sereathra Beamon, Assistant Principal- Amy McEachran Todd

Target Dates or Schedule

Bi weekly Learning Team Meetings, Monthly Late Start Learning Team Meetings, Ongoing visits from district personnel, on going, as needed meetings with coach, ELL coordinator, or Assistant Principal

Evidence of Completion

Lesson plans, observations, meeting minutes, sign in sheets, conference notes

Plan to Monitor Effectiveness of G3.B2.S2

Embedded assessment, informal assessments of ongoing learning activities and participation

Person or Persons Responsible

Coach- Ernest Anderson, Learning Team Facilitator-Jennifer Poorman, Assistant Principal-Amy McEachran Todd

Target Dates or Schedule

Embedded assessments occur approximately twice each quarter, at the end of each unit

Evidence of Completion

75% or more of students will meet rigorous expectations of embedded assessments as evidenced by teacher grade books.

G3.B2.S3 Implement Reader's Workshop Model in intensive reading classes in order to better assess and address individual student reading difficulties. Use Nook readers to support ESE and ELL students.

Action Step 1

Provide students opportunity to read books and text on their just right reading level. Provide opportunity for teachers to deliver differentiated small group instruction to students in need of additional support with reading skills.

Person or Persons Responsible

Intensive reading teachers.

Target Dates or Schedule

Summer and Saturday workshops, Learning Team Meetings, Common Planning

Evidence of Completion

Lesson plans, student work samples, observations.

Facilitator:

Christine Bosard, Reading Coach

Participants:

Intensive Reading teachers.

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Data form FAIR, FCAT 2.0 diagnostic tests, formal and informal classroom assessments will be used to determine appropriate reading level for students and to implement appropriate differentiated small group instruction. Reading coaches will model strategies in lab classroom, observe teachers' implementation, conference with teachers, and model in individual teachers' classrooms.

Person or Persons Responsible

Reading coaches- Christine Bosard, Matthew Bezio, Learning Team Facilitator- Jennifer Poorman, Assistant Principal-Amy McEachran Todd

Target Dates or Schedule

Weekly interaction through observations, conferences, common planning and Learning Team Meetings

Evidence of Completion

Coaches logs, conference notes, Learning Team Meeting minutes, instructional focus calendars

Plan to Monitor Effectiveness of G3.B2.S3

Teachers will administer mini assessments as appropriate based on instructional focus calendar objectives and goals

Person or Persons Responsible

Reading coaches will organize data and report to principal and assistant principal

Target Dates or Schedule

As appropriate based on instructional focus calendar and teacher decision making

Evidence of Completion

At least 70% of students should demonstrate mastery of specific skills.

G3.B2.S4 Provide opportunities for students to receive additional instruction in small group setting both after school and during school hours.

Action Step 1

Provide tutorials during after school hours and small group differentiated instruction during the school day.

Person or Persons Responsible

Selected teachers.

Target Dates or Schedule

Ongoing throughout the school year preceding specific assessments (FCAT 2.0, FCAT 2.0 Retakes, ACT, SAT, PERT).

Evidence of Completion

Attendance sheets, instructor time sheets, lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B2.S4

Teachers will be provided with instructional materials designed to support students in areas identified as key areas of concern and difficulty for students.

Person or Persons Responsible

Reading coaches: Christine Bosard and Matthew Bezio will develop materials and support teachers in implementation. Assistant Principal, Amy McEachran Todd will provide access to materials, assist in identification of students and teachers to participate in tutorials, and assist in any other way needed.

Target Dates or Schedule

Assistance will be provided whenever tutorials are operational.

Evidence of Completion

Student sign in sheets will serve as evidence of completion. Attendance will also be tracked in Googledocs. Lesson plans will be collected. Coaches and Assistant Principal will observe tutorial sesstions.

Plan to Monitor Effectiveness of G3.B2.S4

Evidence that plan is working will be data collected from classroom assessments, FAIR data, FCAT 2.0 diagnostics and Core K-12 assessments. Informal assessment of student success on instructional activities will also be used to determine success of strategy.

Person or Persons Responsible

Teachers, coaches, assistant principal and principal will monitor data.

Target Dates or Schedule

Assessments are ongoing based on instructional focus calendars and district assessment schedule

Evidence of Completion

AT least 75% of students will show mastery of tutorial session objectives to be considered successful. Tutorial instructors will work one on one with students who do not show mastery.

G3.B3 Parents do not understand the importance of their involvement in their children's education.

G3.B3.S1 Provide parent training designed to give parents tools to support their children's learning.

Action Step 1

Schedule, develop, promote, deliver parent workshops.

Person or Persons Responsible

Reading Coaches: Christine Bosard, Matthew Bezio

Target Dates or Schedule

In the fall of the school year

Evidence of Completion

Documentation of planning, copies of workshop materials, sign in sheets.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Access to funding and materials for parent workshops will be provided through Title I funding.

Person or Persons Responsible

Assistant Principal, Amy McEachran Todd will provide support and access to funding to coaches planning workshops.

Target Dates or Schedule

Workshops will be scheduled in the fall of the school year and the spring of the school year

Evidence of Completion

Documentation of planning, promoting, workshop materials, sign in sheets, and evaluations will serve as evidence that strategy has been completed.

Plan to Monitor Effectiveness of G3.B3.S1

Parent sign in sheets and evaluations will be used as data.

Person or Persons Responsible

Data will be collected, organized and presented to stake holders by Assistant Principal, Amy McEachran Todd

Target Dates or Schedule

Data will be collected at the completion of workshops

Evidence of Completion

The desired response is that a member of at least 100 families is present at workshops.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

With over 70 percent of our students on free or reduced lunch, the vast majority of our students are at risk. Title I funding supports instruction, professional development, and parent involvement using strategies for students who are not achieving as expected and for students who are in honors and advanced classes. Title III funding is used to support the oral language development of ELL students through work on industry certification. Several programs are in in place to support appropriate behaviors and lifestyles for our students, including Women of Tomorrow, counseling from The Parent Child Center and the Youth Service Bureau,and Teen Outreach. Safe Schools provides a Positive Behavior Facilitator who is at our school two days each week. Teen mothers who take the Early Childhood class have access to free childcare. All students receive free breakfast through the federal food program and students who participate in after school tutorials receive snacks. Our school houses a voluntary pre-kindergarten program that serves as a training facility for our students who are working toward their Early Childhood certification. Americorp provides a graduation coach, the HSGI grant also provides a graduation coach, as well as a Career Counselor from Workforce Alliance, a college advisor from Palm Beach State College, and a Social Services Facilitator. Students have the opportunity to move from our building directly into the workforce through our Industry Certification Classes in technology, Early Childhood, and Culinary, as well as through the partnership with Embry Riddle University. Our adult education program offers English Language classes for adults, credit recovery and a variety of other services.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the percentage of students who are on time graduates and ready for college and career.

G1.B2 Some students lack the motivation to commit to the rigorous work required to graduate on time.

G1.B2.S3 Increase capacity of teachers to meet the needs of diverse learners.

PD Opportunity 1

Provide modeling of lessons, professional development, lesson study, and individual conferencing to science teachers.

Facilitator

Derek Hardeman

Participants

Science teachers

Target Dates or Schedule

Learning Team Meetings, Late Start Professional Development, Common Planning, ongoing, as needed

Evidence of Completion

Coaches log, Learning Team Meeting Notes, Professional Development agendas

G1.B6 Many students are first generation college applicants, and their families lack the knowledge and resources to move them through the process.

G1.B6.S1 Implement AVID strategies school wide as well as offer AVID elective for selected students.

PD Opportunity 1

Implement research based AVID strategies (Cornell Note-taking, use of binder, Essential Questions, Socratic Seminars, etc) school wide. Offer AVID elective to selected students who meet criteria. Schedule AVID parent night to teach parents strategies and how to support their children's success in high school and post-secondary endeavors.

Facilitator

AVID trained teachers and AVID Coordinator- Matthew Bezio

Participants

All teachers

Target Dates or Schedule

Ongoing, throughout the school year, summer institute

Evidence of Completion

Documentation of implementation of AVID strategies

G2. Increase the percentage of students reaching mastery on the Algebra I EOC to 63%.

G2.B2 Students need immediate feedback and differentiated instruction in order to learn critical skills.

G2.B2.S1 Employ clicker technology during day to day instruction in order to provide on the spot data to teachers.

PD Opportunity 1

Clicker technology will be used for instant feedback of student comprehension of learning goal, allowing the teacher to differentiate instruction on the spot for either small groups or whole group. Teacher will adjust pacing based on class results, having the information needed to make decision to reteach, enrich, or move forward to next goal. Other materials and manipulatives will be used as needed.

Facilitator

Juantia Rodriguez

Participants

All math teachers

Target Dates or Schedule

During Learning Team Meetings, Late Start Days, Common Planning

Evidence of Completion

Lesson plans, item analysis reports generated by clicker software

G2.B3 Students with special needs struggle to process, comprehend, and apply complex math concepts.

G2.B3.S1 Use Mobi/WorkSpace to assist processing by use of color coding and ability to easily print notes for students

PD Opportunity 1

Use color coding capability to visually discriminate between steps in problem solving process. Teacher can print notes on the spot to meet required student documented student interventions or for students who are absent. Teacher can post PDF copies to Edline for students to provide assistance to students working at home or absent from class.

Facilitator

Math Coach- Juanita Rodriguez

Participants

Math teachers as needed to initiate use or refine and develop use

Target Dates or Schedule

During Learning Team Meetings, Late Start Days, Common Planning

Evidence of Completion

Lesson plans, teacher observations, Edline

G3. Increase the percentage of students scoring level 3 or above on FCAT 2.0 to 35%.

G3.B2 Students lack confidence in their ability to meet standard for success on high stakes reading assessment.

G3.B2.S2 Provide rigorous instruction through use of Springboard curriculum, AICE General paper, and advanced placement courses.

PD Opportunity 1

Provide instruction in critical analysis of complex text and build student skill to high level course work using strategies that make curriculum accessible to all students including ELL and ESE students.

Facilitator

English department head and coach: Ernest Anderson, Learning Team Facilitator: Jennifer Poorman, District Support Personnel: Kelley Houghton and Bryan Sandala

Participants

English teachers

Target Dates or Schedule

District provided workshops, Learning Team Meetings, Late Start Days, Common Planning

Evidence of Completion

Lesson plans, observations, student grades

G3.B2.S3 Implement Reader's Workshop Model in intensive reading classes in order to better assess and address individual student reading difficulties. Use Nook readers to support ESE and ELL students.

PD Opportunity 1

Provide students opportunity to read books and text on their just right reading level. Provide opportunity for teachers to deliver differentiated small group instruction to students in need of additional support with reading skills.

Facilitator

Christine Bosard, Reading Coach

Participants

Intensive Reading teachers.

Target Dates or Schedule

Summer and Saturday workshops, Learning Team Meetings, Common Planning

Evidence of Completion

Lesson plans, student work samples, observations.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of students who are on time graduates and ready for college and career.	$94,112
G2.	Increase the percentage of students reaching mastery on the Algebra I EOC to 63%.	$84,463
G3.	Increase the percentage of students scoring level 3 or above on FCAT 2.0 to 35%.	$88,557
	Total	$267,132

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Professional Development	Personnel	Technology	Total
Title I	$1,000	$187,900	$76,069	$1,655	$508	$267,132
Total	$1,000	$187,900	$76,069	$1,655	$508	$267,132

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the percentage of students who are on time graduates and ready for college and career.

> **G1.B2** Some students lack the motivation to commit to the rigorous work required to graduate on time.

>> **G1.B2.S2** Tutorials will be implemented for second language learners who are seeking industry certification.

Action Step 1

Second language students will have the opportunity to work in small group tutorials to develop skills needed to achieve technology industry certifications that increase their employ-ability at a pace that is appropriate for their learning needs. Second language learners are often discourage because their language barrier delays their ability to achieve all graduation requirements.

Resource Type

Personnel

Resource

Personnel for tutorial

Funding Source

Title I

Amount Needed

$772

G1.B2.S3 Increase capacity of teachers to meet the needs of diverse learners.

Action Step 1

Provide modeling of lessons, professional development, lesson study, and individual conferencing to science teachers.

Resource Type

Professional Development

Resource

Science Coach (.5)- 35534.00

Funding Source

Title I

Amount Needed

$35,534

G1.B3 Some students have fallen so far behind that they are discouraged and feel they cannot catch up.

G1.B3.S2 Implement English Credit Recovery Program after school and for two weeks during summer for students who were not able to achieve success in English class.

Action Step 1

Identify critical skills taught in each semester of each year of English and compile activities that will address these skills. Students will complete activities at their own pace either individually or in small groups with access to a teacher. Curriculum will be compacted in order to allow students greater opportunity for success.

Resource Type

Personnel

Resource

Compensation for English teacher to work with credit recovery students

Funding Source

Title I

Amount Needed

$883

G1.B5 Some students have difficulty meeting reading and math mastery, as well as achieving college ready scores.

G1.B5.S1 Provide opportunities for small group instruction through tutorials after school.

Action Step 1

Identify students who would benefit from small group instruction and extra practice on ACT. Schedule after school tutorials to provide the small group instruction and extra practice.

Resource Type

Other

Resource

Compensation for teachers for FCAT Reading, EOC, ACT/SAT/PERT tutorials and extra period pay-25549.00 Transportation- 23247.00

Funding Source

Title I

Amount Needed

$48,796

G1.B6 Many students are first generation college applicants, and their families lack the knowledge and resources to move them through the process.

G1.B6.S1 Implement AVID strategies school wide as well as offer AVID elective for selected students.

Action Step 1

Implement research based AVID strategies (Cornell Note-taking, use of binder, Essential Questions, Socratic Seminars, etc) school wide. Offer AVID elective to selected students who meet criteria. Schedule AVID parent night to teach parents strategies and how to support their children's success in high school and post-secondary endeavors.

Resource Type

Professional Development

Resource

AVID summer institute

Funding Source

Title I

Amount Needed

$4,466

G1.B6.S2 Provide parent training nights and parent information nights, individual counseling appointment times, in school college and career fair

Action Step 1

Schedule parent information nights throughout the school year to inform and train parents in how to support their students as they apply for college, seek financial aid and scholarships, prepare to actually attend college and schedule an in school college, career, and military fair to provide opportunity for students to interact with representatives in safe, familiar environment.

Resource Type

Other

Resource

Supplies, refreshments, salaries for guidance counselors to schedule after hours parent conferences, college application and financial aide support and teaching

Funding Source

Title I

Amount Needed

$3,661

G2. Increase the percentage of students reaching mastery on the Algebra I EOC to 63%.

G2.B2 Students need immediate feedback and differentiated instruction in order to learn critical skills.

G2.B2.S1 Employ clicker technology during day to day instruction in order to provide on the spot data to teachers.

Action Step 1

Clicker technology will be used for instant feedback of student comprehension of learning goal, allowing the teacher to differentiate instruction on the spot for either small groups or whole group. Teacher will adjust pacing based on class results, having the information needed to make decision to reteach, enrich, or move forward to next goal. Other materials and manipulatives will be used as needed.

Resource Type

Other

Resource

CPS Pulse systems and manipulatives-12181.00 Math Coach (1.0)- 71074.00

Funding Source

Title I

Amount Needed

$83,255

G2.B3 Students with special needs struggle to process, comprehend, and apply complex math concepts.

G2.B3.S1 Use Mobi/WorkSpace to assist processing by use of color coding and ability to easily print notes for students

Action Step 1

Use color coding capability to visually discriminate between steps in problem solving process. Teacher can print notes on the spot to meet required student documented student interventions or for students who are absent. Teacher can post PDF copies to Edline for students to provide assistance to students working at home or absent from class.

Resource Type

Technology

Resource

Purchase 2 Mobi View systems

Funding Source

Title I

Amount Needed

$508

G2.B4 Parents do not understand the important role they play in supporting their children's education.

G2.B4.S1 Schedule parent nights to train students in how to support their children's success.

Action Step 1

Schedule parent nights and plan specific activities for parents of ELL, ESE, Standard and Advanced curriculum to teach them what is expected of their students and how to help them achieve success.

Resource Type

Other

Resource

Materials and refreshments for Math parent night

Funding Source

Title I

Amount Needed

$700

G3. Increase the percentage of students scoring level 3 or above on FCAT 2.0 to 35%.

G3.B1 Students lack strong tier two vocabulary needed to make meaning from complex text.

G3.B1.S1 Refine school wide vocabulary program using SAT words in order to expose students to multiple meanings, multiple uses of words, and words used in strong context.

Action Step 1

Implement school wide SAT Word of the Day.

Resource Type

Evidence-Based Materials

Resource

Binders and paper to create teacher notebooks for SAT School Wide Vocabulary Program Paper for student copies of activity

Funding Source

Title I

Amount Needed

$1,000

G3.B2 Students lack confidence in their ability to meet standard for success on high stakes reading assessment.

G3.B2.S2 Provide rigorous instruction through use of Springboard curriculum, AICE General paper, and advanced placement courses.

Action Step 1

Provide instruction in critical analysis of complex text and build student skill to high level course work using strategies that make curriculum accessible to all students including ELL and ESE students.

Resource Type

Professional Development

Resource

Stipend for teachers attending SpringBoard workshop provided through district-532.00 Springboard/Writing Coach (.5)-35537.00

Funding Source

Title I

Amount Needed

$36,069

G3.B2.S3 Implement Reader's Workshop Model in intensive reading classes in order to better assess and address individual student reading difficulties. Use Nook readers to support ESE and ELL students.

Action Step 1

Provide students opportunity to read books and text on their just right reading level. Provide opportunity for teachers to deliver differentiated small group instruction to students in need of additional support with reading skills.

Resource Type

Other

Resource

Purchase Nooks, reading materials, instructional materials-11181.00.00 Stipends for teachers and workshop facilitator to deliver build capacity in teachers for reader's workshop- 4070.00 Reading Coach (.5)- 35,537.--

Funding Source

Title I

Amount Needed

$50,788

G3.B3 Parents do not understand the importance of their involvement in their children's education.

G3.B3.S1 Provide parent training designed to give parents tools to support their children's learning.

Action Step 1

Schedule, develop, promote, deliver parent workshops.

Resource Type

Other

Resource

Refreshments and supplies for Literacy Parent Night

Funding Source

Title I

Amount Needed

$700