



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palm Beach Lakes High School

3505 SHILOH DR

West Palm Beach, FL 33407

561-640-5000

www.edline.net/pages/palm_beach_lakes_high_school

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 86%
Alternative/ESE Center No	Charter School No	Minority Rate 95%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 C
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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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

Palm Beach Lakes High School

Principal

Anthony Hamlet

School Advisory Council chair

Ludie Milhomme

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

Name	Title
Susan Gipson	Assistant Principal
Robin Johnson	Assistant Principal
Rosalind McCray	Assistant Principal
Michael Huggins	Assistant Principal
Adrian Seepersaud	Assistant Principal
Brenda Cue Washington	Assistant Principal

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 positions are: SAC Chairperson, Co Chair, and Secretary. The SAC membership is made up of parents, teachers, business partners, community members and administrators.

Involvement of the SAC in the development of the SIP

SAC was routinely updated on school improvement planning throughout the 2012-13 school year, receiving frequent updates on student data and on instructional practices in each academic content area. These presentations provided the opportunity for SAC members to provide input on school improvement efforts for the 2013-14 school year. On Sept. 25, 2013, a presentation was given to SAC regarding the 2013-14 school improvement plan, and this provided another opportunity for SAC members to provide input on school improvement planning.

Activities of the SAC for the upcoming school year

The SAC activities are to provide input, review, and approve the SIP, and assist with implementation of the plan by approving funding request aligned with the strategies included in the plan.

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

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

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

6

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Anthony Hamlet

Principal

Years as Administrator: 12

Years at Current School: 2

Credentials

Degrees

-B.S. – General Studies

-M.S. –Educational Leadership

-Ed.D. – Educational Leadership

Certifications

-Educational Leadership

-Sociology (6-12)

Performance Record

Principal of Palm Beach Lakes High School in 2012-2013: School grade: pending; Reading Mastery: 32%, Math Mastery: 39%, Writing Mastery 71%.

Principal of Palm Beach Lakes High School in 2011-2012: School grade: C; Reading Mastery: 25%, Math Mastery: 40%, Writing Mastery 80%.

Principal of JFK Middle Magnet School in 2010-2011 – Grade ‘C’; 39% proficiency in reading; 79% meet criteria in writing; 62% of students made reading gains; 72% of lowest 25% made gains in reading; The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Reading. Writing AYP criteria was not met.

Principal of JFK Middle Magnet School in 2009-2010 – Grade ‘C’; 39% proficiency in reading; 41% proficiency in math; 93% meet criteria in writing; 25% proficiency in science; 55% of students made reading gains; 63% of students made math gains; 66% of lowest 25% made gains in reading; 67% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met.

Principal of Turning Points Academy Alternative School in 2008-2009: Grade: Declining; Percent of students making a year’s worth of progress in: Reading – 43%; Math – 66%; AYP: 74%, Black and Economically Disadvantaged did not make AYP in math. Black and Economically Disadvantaged did not make AYP in reading. % scoring 3 or above in writing – 69%; science – 11%.

Principal of Turning Points Academy Alternative School in 2007-2008: Grade: I;

Black and Economically Disadvantaged did not make AYP in math. Black and Economically Disadvantaged did not make AYP in reading.

Susan Gipson

Asst Principal

Years as Administrator: 12

Years at Current School: 12

Credentials

Bachelor of Arts from the University of Florida; Master of Science and Doctoral Degree in Educational Administration from Hamilton University.
 Certification:
 Educational Leadership & Mathematics, State of Florida and ESOL endorsed

Performance Record

Assistant principal of Palm Beach Lakes High School in 2012-2013: School grade: pending; Reading Mastery: 32%, Math Mastery: 39%, Writing Mastery 71%.
 Assistant principal of Palm Beach Lakes High School in 2011-2012: School grade: C; Reading Mastery: 25%, Math Mastery: 40%, Writing Mastery 80%.
 Assistant Principal of Palm Beach Lakes High School in 2010-2011: School grade: C. 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: C. 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.
 2008-2009: Grade: D, Reading Mastery: 23%, Math Mastery: 55%, Science Mastery: 24%, Writing Mastery: 85%. AYP: 72%, Total, Black, Hispanic, ED, ELL and SWD did not make AYP in either Reading or Mathematics.
 2007-2008: Grade C, Reading Mastery: 23%, Math Mastery: 60%, Science Mastery: 26%, Writing Mastery, 90%. AYP: 79%, Total, Black, Hispanic, ED, ELL and SWD did not make AYP in Reading. ELL and SWD did not make AYP in Mathematics.
 2006-2007: Grade D, Reading Mastery: 19%, Math Mastery: 51%, Science Mastery: 26%, Writing Mastery: 76%. AYP: 59%. Total, Black, Hispanic, ED, ELL and SWD did not make AYP in either Reading or Mathematics.
 2005-2006: Grade C, Reading Mastery: 17%, Math Mastery: 58%, Writing Mastery: 78%. AYP: 67%. Total, Black, Hispanic, ED, ELL and SWD did not make AYP in Reading. Total, Black, ED, ELL and SWD did not Make AYP in Mathematics.

Brenda Cue Washington

Asst Principal

Years as Administrator: 20

Years at Current School: 2

Credentials

B.S. Psychology
 M.S. Specific Learning Disabilities
 Ed.S. Educational Leadership
 Certification:
 Psychology
 Sociology
 Exceptional Student Education
 Educational Leadership (all levels)
 Reading Endorsed

Performance Record

Assistant principal of Palm Beach Lakes High School in 2012-2013: School grade: pending; Reading Mastery: 32%, Math Mastery: 39%, Writing Mastery 71%.
 Assistant principal of Palm Beach Lakes High School in 2011-2012: School grade: C; Reading Mastery: 25%, Math Mastery: 40%, Writing Mastery 80%.
 Instructional Specialist: 4 years
 Program Planner: 14 years

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Vera Gibson-Willis		
Full-time / School-based	Years as Coach: 8	Years at Current School: 11
Areas	Mathematics	
Credentials	Bachelor of Science in Education, University of Tennessee; Master of Science in Mathematics Education, Nova Southeastern University. Certification: Mathematics, State of Florida.	
Performance Record	Math Coach at Palm Beach Lakes High School in 2012-2013: School grade: pending; Reading Mastery: 32%, Math Mastery: 39%, Writing Mastery 71%. Math Coach/Teacher at Palm Beach Lakes High School in 2011-2012: School grade: C; Reading Mastery: 25%, Math Mastery: 40%, Writing Mastery 80%. 2010-2011: School grade: C. 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: C. 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. 2008-2009: Grade: D, Reading Mastery: 23%, Math Mastery: 55%, Science Mastery: 24%, Writing Mastery: 85%. AYP: 72%, Total, Black, Hispanic, ED, ELL and SWD did not make AYP in either Reading or Mathematics. 2007-2008: Grade C, Reading Mastery: 23%, Math Mastery: 60%, Science Mastery: 26%, Writing Mastery, 90%. AYP: 79%, Total, Black, Hispanic, ED, ELL and SWD did not make AYP in Reading. ELL and SWD did not make AYP in Mathematics. 2006-2007: Grade D, Reading Mastery: 19%, Math Mastery: 51%, Science Mastery: 26%, Writing Mastery: 76%. AYP: 59%. Total, Black, Hispanic, ED, ELL and SWD did not make AYP in either Reading or Mathematics. 2005-2006: Grade C, Reading Mastery: 17%, Math Mastery: 58%, Writing Mastery: 78%. AYP: 67%. Total, Black, Hispanic, ED, ELL and SWD did not make AYP in Reading. Total, Black, ED, ELL and SWD did not Make AYP in Mathematics.	

Classroom Teachers

# of classroom teachers	112
# receiving effective rating or higher	112, 100%

Highly Qualified Teachers

91%

certified in-field

102, 91%

ESOL endorsed

32, 29%

reading endorsed

28, 25%

with advanced degrees

44, 39%

National Board Certified

3, 3%

first-year teachers

9, 8%

with 1-5 years of experience

24, 21%

with 6-14 years of experience

39, 35%

with 15 or more years of experience

40, 36%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

100, 833%

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

The school principal and content-area assistant principals review applicants for instructional positions as they occur. Where possible, applicants that are highly qualified, certified-in-field, and have been rated as effective teachers are interviewed for vacant instructional positions. While in our employ at Palm Beach Lakes High School, all teachers are encouraged through professional development offerings to maintain their certified, highly qualified status. Faculty and staff, where required, are being

assisted in enrolling in endorsement/certification programs in order to bring their certificates into alignment with their assigned job duties.

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 Educator Support Program (ESP), is the mentoring program of support for New Educators. Each New Educator is assigned to a team that consists of the Principal, a mentor, and a school administrator ESP Contact Person. ESP activities begin on the new educator's first day of school with support meetings with the team, and completion of activities to acquaint themselves with staff and their responsibilities. The mentor assists the New Educator with completion of a Personal Growth Plan and provides support as the new educator master the criteria of the Florida Educator Accomplished Practices (FEAP's) during their first year. The administrator conducts walk throughs, observations, Pre/Post Conferences, and provides written and oral feedback and professional development opportunities. New Educators are also required to complete Marzano training. New Educators are paired with teacher mentors who have completed Clinical Educator Training, completed three successful years of teaching, teaches the same or similar subject, and is a confidential, team player with a positive attitude.

New Educators Mentors

Amanda Kennedy Keshia Tooks-Riley

Charles Howard Jon Breedlove

Daniel Labonia Rosa Leal

Jonathan Hart Terry Alexander

Kevin Tatum Leslie Cooper-Dunbar

Mark Day Latoya Rigsby

Matthew VanDusen Vera Gibson-Willis

Neil Thorpe Barbara Gissenter

Trudi Adams-Wiggan Kenisha Sheppard

Wuuhwei Chen Gina Mateo

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

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

teacher or guidance counselor) and report back on all data collected for further discussion at future meetings.

*** Problem Solving Model**

The four steps of the Problem Solving Model are:

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

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

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

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

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

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

The principal/Assistant Principals provide a common vision for the use of data-based decision-making to ensure that the school-based team is implementing MTSS, conduct assessments of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

ESE and ELL contacts participate in student data collection, integrate core instructional activities/materials into classroom instruction, and collaborate with general education teachers through such activities as co-teaching and/or language facilitation for students and parents. The ELL coordinator will monitor ELL progress on the ELDC and the ESE Coordinator will monitor student progress on IEPs recommending student interventions as indicated.

Instructional Coaches and Learning Team Facilitator develop, lead and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.

School Psychologist participates in the collection, interpretation and analysis of data and facilitates development of intervention plan. Provides professional development and technical assistance for problem-solving activities and data-based decision making activities.

Guidance Staff provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to interventions, guidance staff also link student/parents to necessary community resources.

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

As active members of the MTSS team, the principal and assistant principals are present in MTSS meetings and use the information given at these meetings to monitor the fidelity of the MTSS process within the school. The leadership team also monitors progression toward SIP goals by reviewing various sources of data (FCAT/EOC, diagnostic, midterm benchmark, etc.) to gauge student learning growth and by conducting frequent classroom visitations to ensure instructional methodologies and resources are in line with school improvement plan goals.

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

There are a number of data sources used to monitor the effectiveness of instruction in core content areas. Previous FCAT/EOC scores are used to determine students' performance levels entering the school year. The fall and winter diagnostic assessments provide data as to the progress of students toward learning goals set to ensure proficiency on the state's high-stakes assessments. Between these diagnostic assessments, students are given interim benchmark assessments to gauge mastery of individual state standards and benchmarks so that instruction can be tailored to specifically meet the needs of those students who require re-teaching, who are meeting proficiency standards, and who require enrichment. In addition, behavior and attendance data is monitored to ensure that students are attending class and are not adversely affected academically by disciplinary incidents and consequences. Additional data sources used at each tier of the MTSS process are as follows:

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Educational Data Warehouse (EDW)
- Environmental Safety Report
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Educational Data Warehouse (EDW)
- Environmental Safety Report
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Educational Data Warehouse (EDW)
- Environmental Safety Report
- Florida Comprehensive Assessment Test (FCAT) and End-of-Course Exams (EOCs)
- FCAT Writes
- ACT/SAT/PERT

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

MTSS leadership team members will provide in-service to the faculty on designated professional development days (PDD) and during Learning Team Meetings (LTMs). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- School Wide Positive Behavioral Support (SWPBS)
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions

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: 23,400

After school tutorials are conducted almost every day after school for 3 hours in the core content areas such as Reading, Math, and Science.

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

Each Instructional Coach and Assistant Principal over their respective content areas are responsible for analyzing and monitoring the effectiveness of the tutorial program.

Literacy Leadership Team (LLT)

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

Name	Title
Kendra Wester	Literacy Coach
Leola Horton	Reading Coach
Anthony Hamlet	Principal
Brenda Cue Washington	Assistant Principal
Jill Saracino	Media Specialist
Moira Steins	Social Studies Department Chair
Jon Breedlove	Science Coach
Vera Gibson	Math Coach
Keshia Tooks-Riley	Language Arts Department Chair

How the school-based LLT functions

The Literacy Team meets once a month to create capacity and build reading knowledge within the school and focus on areas of literacy concern across the school. Administration, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on the team.

Administration completes weekly classroom walkthroughs towards progress monitoring and – with the assistance of the LLT as a whole – develops a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is continuous process throughout the entire school year.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

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

Palm Beach Lakes High School is committed to improving the reading ability through a cross-curricular approach to reading instruction. Common reading and and response-to-reading strategies are developed by the language arts and reading teachers, and these strategies are in turn shared with other core content and elective teachers through professional development. Other core content and elective teachers are expected to embed these strategies (such as marking the text, common paragraph frames, Cornell note taking, etc.) into their weekly instructional plans. The inclusion of reading strategies across all content areas is monitored through frequent classroom walkthroughs by administration to ensure that reading instruction and the implementation of reading strategies are occurring in every classroom with every student.

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

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

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

Academic and career planning begins in the 9th grade. All students review their academic progress twice per year with a counselor via presentations in the classroom. Grade level assemblies are held to review and assist with course selections every year. Parents are encouraged to discuss course selections with students.

We use our college bound coaches to meet with students and disseminate information about colleges and careers in along with the school guidance counselors. We offer several career academies including Teacher Academy, Pre-Law Academy, Early Childhood, Bio-Tech, and the Medical Academy that give students practical knowledge and experience. We offer Industry Certification in our business education and select magnet programs.

Students are also exposed to wide variety of presenters and workshops during and after school. Career planning materials are available in the media center as well as the guidance department to allow students the opportunity for continued research and planning.

Strategies for improving student readiness for the public postsecondary level

Palm Beach Lakes High School's percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course and completed a Dual Enrollment math course were all below the district and state averages, but Palm Beach Lakes High School is committed to creating a greater emphasis on postsecondary readiness. We will also encourage students to take AP or Dual Enrollment classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor and/or the graduation coach regarding their postsecondary plans. Students will also be selected to take the AVID class as an elective. Parent information meetings will be held. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary. SWD will have a summary of performance evaluation as well as an AIEP for transition purposes to referrals to appropriate outside agencies. Eleventh grade students in the college readiness cohort will take the state-subsidized PERT test to determine college readiness. Those students who fail to score college-ready on the PERT will be assigned to English IV for College Readiness and Math for College Readiness, courses specifically designed to remediate student's readiness deficiencies. These students will be given the PERT again during the second semester of their senior year in order to gauge progress toward college readiness.

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	41%	32%	No	47%
American Indian				
Asian				
Black/African American	38%	29%	No	44%
Hispanic	49%	37%	No	54%
White	57%	53%	No	61%
English language learners	23%	4%	No	31%
Students with disabilities	32%	24%	No	39%
Economically disadvantaged	39%	31%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	234	32%	40%
Students scoring at or above Achievement Level 4	114	7%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	50%	55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	456	57%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	120	64%	75%

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)	93	78%	85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	38	50%	60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	42%	50%

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.	126	24%	35%

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	263	71%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		85%

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	38%	39%	Yes	44%
American Indian				
Asian				
Black/African American	38%	30%	No	45%
Hispanic	29%	43%	Yes	36%
White	33%	46%	Yes	40%
English language learners	34%	21%	No	41%
Students with disabilities	36%	25%	No	42%
Economically disadvantaged	37%	33%	No	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	53%	65%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	518	58%	65%
Students in lowest 25% making learning gains (EOC)	76	66%	75%

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.	110	21%	35%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	206	35%	45%
Students scoring at or above Achievement Level 4	54	9%	25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	20%	35%
Students scoring at or above Achievement Level 4	45	10%	20%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	165	52%	60%
Students scoring at or above Achievement Level 4	79	17%	25%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		25
Participation in STEM-related experiences provided for students	200	10%	15%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	620	32%	37%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		60%	65%
Students taking one or more advanced placement exams for STEM-related courses	80	4%	10%
CTE-STEM program concentrators	210		280
Students taking CTE-STEM industry certification exams	85	4%	9%
Passing rate (%) for students who take CTE-STEM industry certification exams		65%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	540	28%	31%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	200	10%	13%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		15%	25%
Students taking CTE industry certification exams	540	28%	32%
Passing rate (%) for students who take CTE industry certification exams		65%	70%
CTE program concentrators	250	13%	16%
CTE teachers holding appropriate industry certifications	5	5%	6%

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	1%	1%
Students in ninth grade with one or more absences within the first 20 days	8	2%	1%
Students in ninth grade who fail two or more courses in any subject	150	33%	20%
Students with grade point average less than 2.0	289	18%	10%
Students who fail to progress on-time to tenth grade	41	9%	5%
Students who receive two or more behavior referrals	105	6%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	117	7%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	43	2%	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)	319	62%	70%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	86	57%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	291	65%	75%

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

We hope to have an increase in parental participation this year; through a variety of extracurricular activities such as band, theatre, our SAC committee, and field trips.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
50	35	.01%	.02%

Area 10: Additional Targets

Additional targets for the school

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

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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Each topic infused in at least one core content area's curriculum in at least one grade level	136	100%	100%

Goals Summary

- G1.** In FY14, math proficiency will rise to 50%, math learning gains will rise to 65%, and math low 25% learning gains will rise to 75%.
- G2.** In FY14, reading proficiency will rise to 40%, reading learning gains will rise to 65%, and reading low 25% learning gains will rise to 75%.
- G3.** In FY14, CELLA listening/speaking proficiency will rise to 85%, CELLA reading proficiency will rise to 60%, and CELLA writing proficiency will rise to 50%.
- G4.** In FY14, FAA Reading scores of 4, 5 & 6 will rise to 55%, FAA Reading scores of 7+ will rise to 45%, FAA Math scores of 4, 5 & 6 will rise to 65%, and FAA Math scores of 7+ will rise to 30%
- G5.** In FY14, Biology EOC proficiency will rise to 60%.
- G6.** In FY14, writing proficiency will rise to 80%.

Goals Detail

G1. In FY14, math proficiency will rise to 50%, math learning gains will rise to 65%, and math low 25% learning gains will rise to 75%.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Math teachers, Math coach, classroom resources (manipulatives, calculators, etc.), dedicated math computer lab and computer applications that support math instruction

Targeted Barriers to Achieving the Goal

- Inconsistency in utilizing collaborative structures to check for understanding during core instruction.
- Inconsistency in opportunities for students to communicate and reason with the mathematics.
- Inconsistency in utilizing data-driven, small group, differentiated instruction.

Plan to Monitor Progress Toward the Goal

Review common core data from diagnostics and interim assessments and classroom walkthroughs.

Person or Persons Responsible

LTF, math coach, and content area assistant principal.

Target Dates or Schedule:

Throughout implementation

Evidence of Completion:

Data from assessments and classroom walkthrough feedback forms.

G2. In FY14, reading proficiency will rise to 40%, reading learning gains will rise to 65%, and reading low 25% learning gains will rise to 75%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- SpringBoard curriculum and related resources, Literacy and Reading coaches
- Professional Development on effective instructional strategies.

Targeted Barriers to Achieving the Goal

- Lack of instruction tailored to students' specific learning needs
- Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills
- Lack of opportunity for students to take ownership of the material they are expected to master
- Changing standards on reading assessment

Plan to Monitor Progress Toward the Goal

Review common core diagnostic and interim assessment data

Person or Persons Responsible

Literacy coach, reading coach, and content area assistant principal

Target Dates or Schedule:

Following each assessment

Evidence of Completion:

Assessment data and data chat forms

G3. In FY14, CELLA listening/speaking proficiency will rise to 85%, CELLA reading proficiency will rise to 60%, and CELLA writing proficiency will rise to 50%.

Targets Supported

Resources Available to Support the Goal

- Community language facilitators, native language dictionaries

Targeted Barriers to Achieving the Goal

- Lack of appropriate reading materials to match individual ELL students' language and lexile levels.
- Lack of teacher pre- and post-reading support and scaffolding to deepen comprehension
- Lack of post-reading writing component to allow student negotiate and construct meaning from texts, as well express their ideas to promote critical literacy skills.

Plan to Monitor Progress Toward the Goal

Review common core diagnostic and interim assessment data

Person or Persons Responsible

ELL coordinator and content area assistant principal

Target Dates or Schedule:

Following each assessment

Evidence of Completion:

Assessment data and data chat forms

G4. In FY14, FAA Reading scores of 4, 5 & 6 will rise to 55%, FAA Reading scores of 7+ will rise to 45%, FAA Math scores of 4, 5 & 6 will rise to 65%, and FAA Math scores of 7+ will rise to 30%

Targets Supported

Resources Available to Support the Goal

- Crisis intervention teachers, paraprofessionals

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Review common core diagnostic and interim assessment data

Person or Persons Responsible

ESE coordinator and content area assistant principal

Target Dates or Schedule:

Following each assessment

Evidence of Completion:

Assessment data and data chat forms

G5. In FY14, Biology EOC proficiency will rise to 60%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Science-related supplies (lab materials, chemicals, etc), dedicated science computer lab, software programs to enhance science instruction, science coach

Targeted Barriers to Achieving the Goal

- Lack of common assessments to gauge students progress toward successful completion of the Biology I EOC.

Plan to Monitor Progress Toward the Goal

Review common core diagnostic and interim assessment data

Person or Persons Responsible

Science coach and content area assistant principal

Target Dates or Schedule:

Following each assessment

Evidence of Completion:

Assessment data and data chat forms

G6. In FY14, writing proficiency will rise to 80%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Folders for writing portfolios; colored, lined paper for revisions; literacy coach

Targeted Barriers to Achieving the Goal

- Changing standards in writing assessment.
- Lack of writing across the curriculum

Plan to Monitor Progress Toward the Goal

Review Palm Beach Writes assessment data

Person or Persons Responsible

Literacy coach and content area assistant principal

Target Dates or Schedule:

Following each assessment

Evidence of Completion:

Assessment data and data chat forms

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In FY14, math proficiency will rise to 50%, math learning gains will rise to 65%, and math low 25% learning gains will rise to 75%.

G1.B1 Inconsistency in utilizing collaborative structures to check for understanding during core instruction.

G1.B1.S1 Teachers will attend trainings on collaborative structures and have structures modeled for them.

Action Step 1

Model collaborative structures for math teachers.

Person or Persons Responsible

Math Coach.

Target Dates or Schedule

Following collaborative structures trainings for teachers.

Evidence of Completion

Collaborative structures utilized in math classrooms.

Action Step 2

Schedule and attend trainings on collaborative structures for teachers. Implement these practices in the classroom.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

As soon as possible.

Evidence of Completion

Collaborative structures implemented in classrooms.

Facilitator:

District Math Personnell

Participants:

Math Teachers

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

Classroom walkthroughs

Person or Persons Responsible

Math coach and content area AP

Target Dates or Schedule

Following collaborative structures training and modeling.

Evidence of Completion

Walkthrough feedback forms.

Plan to Monitor Effectiveness of G1.B1.S1

Review common core data from diagnostics and interim assessments.

Person or Persons Responsible

LTF and content area assistant principal.

Target Dates or Schedule

After each assessment is administered.

Evidence of Completion

Assessment data and LTM meeting minutes

G1.B2 Inconsistency in opportunities for students to communicate and reason with the mathematics.

G1.B2.S1 Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices.

Action Step 1

Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices and implement these strategies in the classroom.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

ASAP

Evidence of Completion

Sign-ins from trainings.

Facilitator:

District Facilitator and/or math coach

Participants:

Math teachers

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

Classroom walkthroughs

Person or Persons Responsible

Math coach and content area assistant principal

Target Dates or Schedule

Following trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices.

Evidence of Completion

Walkthrough feedback forms

Plan to Monitor Effectiveness of G1.B2.S1

Review common core data from diagnostics and interim assessments

Person or Persons Responsible

Math Coach and content are assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

Assessment data

G1.B2.S2 Appropriate supplemental materials will be purchased that promote engagement and CCSS.

Action Step 1

Math Supplemental materials

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Tutorial Push-In

Evidence of Completion

Sign in sheets, student check out of materials

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

Purchasing of appropriate materials

Person or Persons Responsible

Math Assistant Principal

Target Dates or Schedule

January 2014

Evidence of Completion

inventory

Plan to Monitor Effectiveness of G1.B2.S2

Pre/ Post assessment data

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

May

Evidence of Completion

Data summary

G1.B3 Inconsistency in utilizing data-driven, small group, differentiated instruction.

G1.B3.S1 Teachers will plan collaboratively, using data, to design lessons for group identified.

Action Step 1

Common planning times will be scheduled for each math content area, and teachers will meet during these times.

Person or Persons Responsible

Content area assistant principal and math teachers.

Target Dates or Schedule

Starting at the beginning of the school year.

Evidence of Completion

Sign-in sheets and completed common planning forms.

Action Step 2

Math teachers will meet in learning teams to discuss content-related assessment data.

Person or Persons Responsible

LTF and math teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

LTM agendas and minutes.

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

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

Math coach and content area assistant principal

Target Dates or Schedule

Starting at the beginning of the school year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Plan to Monitor Effectiveness of G1.B3.S1

Results from common core diagnostic and interim assessments

Person or Persons Responsible

LTF, math coach, and content area assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

LTM agendas and minutes

G2. In FY14, reading proficiency will rise to 40%, reading learning gains will rise to 65%, and reading low 25% learning gains will rise to 75%.

G2.B1 Lack of instruction tailored to students' specific learning needs

G2.B1.S1 Reading teachers will employ the reader's workshop model to gauge student reading ability and tailor instruction to their needs.

Action Step 1

Teachers receive training in the reader's workshop model and implement the strategies in the classroom

Person or Persons Responsible

Literacy coach

Target Dates or Schedule

October 10 LTM day

Evidence of Completion

Sign in sheet from training

Facilitator:

Literacy coach

Participants:

9-10 grade English and reading teachers

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

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

Literacy coach, reading coach, and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Plan to Monitor Effectiveness of G2.B1.S1

Review common core diagnostic and interim assessment data

Person or Persons Responsible

Literacy coach, reading coach, and content area assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

Assessment data and data chat forms

G2.B1.S2 Teachers will continuously use formal and informal assessment data to select materials and plan instruction for students as a whole group and in small groups in order to ensure individual student needs are met.

Action Step 1

Teachers will review common core diagnostic and interim assessment data, as well as student work artifacts, to monitor student progress.

Person or Persons Responsible

English and reading teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student portfolios and data chat forms

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

Literacy coach, reading coach, and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Plan to Monitor Effectiveness of G2.B1.S2

Review common core diagnostic and interim assessment data

Person or Persons Responsible

Literacy coach, reading coach, and content area assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

Assessment data and data chat forms

G2.B2 Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills

G2.B2.S1 The SpringBoard curriculum will be implemented in English classrooms to ensure instructional rigor in the area of reading.

Action Step 1

New English teachers will receive SpringBoard training and the SpringBoard curriculum will be implemented in English classrooms.

Person or Persons Responsible

English teachers

Target Dates or Schedule

September 2013, and implementation throughout the year

Evidence of Completion

Training sign-ins, student portfolios, and walkthrough feedback forms.

Facilitator:

District facilitators

Participants:

New English teachers

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

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

Literacy coach, reading coach, and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Plan to Monitor Effectiveness of G2.B2.S1

Review common core diagnostic and interim assessment data

Person or Persons Responsible

Literacy coach, reading coach, and content area assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

Assessment data and data chat forms

G2.B3 Lack of opportunity for students to take ownership of the material they are expected to master

G2.B3.S1 Teachers will receive training, observe model lessons, and common plan to develop lesson plans to utilize the Gradual Release Model of instruction.

Action Step 1

Teachers common plan for use of Gradual Release Model of instruction

Person or Persons Responsible

English and reading teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans

Action Step 2

Train teachers in the Gradual Release Model of instruction

Person or Persons Responsible

Literacy and reading coach

Target Dates or Schedule

During LTM day PD sessions

Evidence of Completion

Training sign-in sheets

Facilitator:

Literacy and reading coach

Participants:

English and reading teachers

Action Step 3

Model the Gradual Release Model of instruction

Person or Persons Responsible

Literacy and reading coach

Target Dates or Schedule

As needed for teacher mastery

Evidence of Completion

Literacy and reading coach records

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

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

Literacy coach, reading coach, and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Plan to Monitor Effectiveness of G2.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B4 Changing standards on reading assessment

G2.B4.S1 Train teachers on common core state standards and implement blended lessons to cover both common core and NGSSS standards

Action Step 1

Train teachers on common core state standards and implement blended lessons to cover both common core and NGSSS standards

Person or Persons Responsible

All teachers

Target Dates or Schedule

LTM day professional development sessions

Evidence of Completion

Sign-in sheets from trainings; Lesson plans; classroom walkthroughs

Facilitator:

District and school-based facilitators

Participants:

All teachers

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

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

Literacy coach, reading coach, and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Plan to Monitor Effectiveness of G2.B4.S1

Review diagnostic and common assessment data

Person or Persons Responsible

Literacy coach, reading coach, and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Assessment data and data chat forms

G3. In FY14, CELLA listening/speaking proficiency will rise to 85%, CELLA reading proficiency will rise to 60%, and CELLA writing proficiency will rise to 50%.

G3.B1 Lack of appropriate reading materials to match individual ELL students' language and lexile levels.

G3.B1.S1 Implement the Achieve 3000 Program specifically designed for English language learners allowing student access to an extensive database of individually lexiled texts through ESOL reading classes and beyond the classroom setting from any internet-enabled device with multi-lingual supports rare language speaking students.

Action Step 1

Teachers receive training on Achieve 3000 and use the program in the classroom.

Person or Persons Responsible

ELL teachers

Target Dates or Schedule

October 2, 2013

Evidence of Completion

Training sign-in sheets, classroom walkthroughs

Facilitator:

Achieve 3000 facilitator

Participants:

ELL Teachers

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

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

ELL coordinator and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Plan to Monitor Effectiveness of G3.B1.S1

Review common core diagnostic and interim assessment data

Person or Persons Responsible

ELL coordinator and content area assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

Assessment data and data chat forms

G3.B3 Lack of teacher pre- and post-reading support and scaffolding to deepen comprehension

G3.B3.S1 The teachers will receive Professional Development Training and implement strategies on facilitating pre- and post-reading discussion

Action Step 1

Teachers will receive Professional Development Training and implement strategies on facilitating pre- and post-reading discussion

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

LTM Professional Development session

Evidence of Completion

Training sign-in sheets

Facilitator:

District facilitator

Participants:

ELL Teachers

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

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

ELL coordinator and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Plan to Monitor Effectiveness of G3.B3.S1

Review common core diagnostic and interim assessment data

Person or Persons Responsible

ELL coordinator and content area assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

Assessment data and data chat forms

G3.B4 Lack of post-reading writing component to allow student negotiate and construct meaning from texts, as well express their ideas to promote critical literacy skills.

G3.B4.S1 The teachers will receive Professional development and implement strategies on story-related writing

Action Step 1

Teachers will receive Professional development and implement strategies on story-related writing.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

LTM professional development session

Evidence of Completion

Training sign-in sheets

Facilitator:

District facilitator

Participants:

ELL teachers

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

ELL coordinator and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Plan to Monitor Effectiveness of G3.B4.S1

Review common core diagnostic and interim assessment data

Person or Persons Responsible

ELL coordinator and content area assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

Assessment data and data chat forms

G5. In FY14, Biology EOC proficiency will rise to 60%.

G5.B2 Lack of common assessments to gauge students progress toward successful completion of the Biology I EOC.

G5.B2.S1 Develop teachers to be able to write common assessments to plan for student success on Biology EOC and to demonstrate critical thinking skills and problem solving.

Action Step 1

Train teachers to be able to write common assessments to plan for student success on Biology EOC and to demonstrate critical thinking skills and problem solving.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

LTM Professional Development sessions

Evidence of Completion

Training sign-in sheets; common assessments created by teachers

Facilitator:

Science coach

Participants:

Science teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Examine common assessment created by teachers to monitor student progress

Person or Persons Responsible

Science coach and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Written feedback on common assessments created; student results on common assessments

Plan to Monitor Effectiveness of G5.B2.S1

Review common core diagnostic and interim assessment data

Person or Persons Responsible

Science coach and content area assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

Assessment data and data chat forms

G6. In FY14, writing proficiency will rise to 80%.

G6.B1 Changing standards in writing assessment.

G6.B1.S1 Teachers will employ vertical articulation in order to better prepare students for changes in the writing assessment.

Action Step 1

Review previous year's writing portfolios to assess student needs for this year's FCAT Writes assessment and tailor instruction to meet those needs

Person or Persons Responsible

10th Grade English teachers

Target Dates or Schedule

At the start of the year and throughout the year

Evidence of Completion

Student writing portfolios with revisions of Palm Beach Writes assessments and descriptive feedback

Action Step 2

Train teachers on new standards for the FY15 common core-based writing assessment and implement instructional practices to address these new standards

Person or Persons Responsible

9th grade English teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Training sign-in sheets; Student writing portfolios with revisions of Palm Beach Writes assessments and descriptive feedback

Facilitator:

District facilitators

Participants:

9th grade English teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

Literacy coach and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans, student writing portfolios with revisions of Palm Beach Writes assessments and descriptive feedback, and walkthrough feedback forms

Plan to Monitor Effectiveness of G6.B1.S1

Review Palm Beach Writes assessment data

Person or Persons Responsible

Literacy coach and content area assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

Assessment data and data chat forms

G6.B2 Lack of writing across the curriculum

G6.B2.S1 Content area teachers outside of reading and English are trained to incorporate writing regularly in their instruction, and they implement lesson plans to implement these writing strategies

Action Step 1

Implement lesson plans in content areas outside of reading and English to incorporate writing regularly into instruction

Person or Persons Responsible

Content area teachers outside of reading and English

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Action Step 2

Train to incorporate writing regularly in their instruction

Person or Persons Responsible

Content area teachers outside of reading and English

Target Dates or Schedule

LTM day professional development sessions

Evidence of Completion

Training sign-in sheets

Facilitator:

District and school-based facilitators

Participants:

Content area teachers outside of reading and English

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Lesson plan review and classroom walkthroughs

Person or Persons Responsible

Literacy coach and content area assistant principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and walkthrough feedback forms

Plan to Monitor Effectiveness of G6.B2.S1

Review Palm Beach Writes assessment data

Person or Persons Responsible

Literacy coach and content area assistant principal

Target Dates or Schedule

Following each assessment

Evidence of Completion

Assessment data and data chat forms

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or credit recovery. Funds are also used for improved classroom practice and differentiation for students requiring remediation, professional development and family involvement. Students requiring remediation receive more differentiated classroom instruction focused on individual student needs through the use of Title I funds to employ an additional teacher in Reading, Mathematics, and Science. These additional teachers assure a smaller-group classroom environment, thus making differentiated instruction focused on individual student needs possible. Professional development focuses for the FY14 school year include implementation of common core standards, use of differentiation strategies, reflective and data-driven instructional design, and higher-order and rigorous classroom activities to boost student achievement. Family involvement initiatives for the FY14 school year include strategies to involve parents in the design, implementation, and evaluation of the school-wide program through the Title I parent meeting and regular School Advisory Committee meetings. Parents will also be encouraged to participate in decision making opportunities about their child's education through four parent university trainings, provision of materials related to higher-level courses (AP, Dual Enrollment, College Readiness), and regularly scheduled parent trainings on FCAT, financial aid, and college admissions.

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs

Title II

The purpose of this funding is to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment, and retention of highly qualified educators. These funds will be used to address professional development needs within the content areas - with a specific focus on core content areas - in order to increase the use of differentiation strategies, reflective and data-driven instructional design, and higher-order and rigorous classroom activities to boost student achievement. In addition, the school will seek to hire highly-qualified teachers, with a specific focus on hiring highly-qualified teachers in core content areas.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. The Title III funds will be used to support tutorial services, additional teaching periods for home language/bilingual instruction in Reading and Math classes and for Community Language Facilitators to support the needs of ELL student and their families.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will not be received for FY14.

Violence Prevention Programs

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching Expected Behaviors, communicating with parents, and monitoring SwPBS.

We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

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. In FY14, math proficiency will rise to 50%, math learning gains will rise to 65%, and math low 25% learning gains will rise to 75%.

G1.B1 Inconsistency in utilizing collaborative structures to check for understanding during core instruction.

G1.B1.S1 Teachers will attend trainings on collaborative structures and have structures modeled for them.

PD Opportunity 1

Schedule and attend trainings on collaborative structures for teachers. Implement these practices in the classroom.

Facilitator

District Math Personnell

Participants

Math Teachers

Target Dates or Schedule

As soon as possible.

Evidence of Completion

Collaborative structures implemented in classrooms.

G1.B2 Inconsistency in opportunities for students to communicate and reason with the mathematics.

G1.B2.S1 Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices.

PD Opportunity 1

Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices and implement these strategies in the classroom.

Facilitator

District Facilitator and/or math coach

Participants

Math teachers

Target Dates or Schedule

ASAP

Evidence of Completion

Sign-ins from trainings.

G2. In FY14, reading proficiency will rise to 40%, reading learning gains will rise to 65%, and reading low 25% learning gains will rise to 75%.

G2.B1 Lack of instruction tailored to students' specific learning needs

G2.B1.S1 Reading teachers will employ the reader's workshop model to gauge student reading ability and tailor instruction to their needs.

PD Opportunity 1

Teachers receive training in the reader's workshop model and implement the strategies in the classroom

Facilitator

Literacy coach

Participants

9-10 grade English and reading teachers

Target Dates or Schedule

October 10 LTM day

Evidence of Completion

Sign in sheet from training

G2.B2 Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills

G2.B2.S1 The SpringBoard curriculum will be implemented in English classrooms to ensure instructional rigor in the area of reading.

PD Opportunity 1

New English teachers will receive SpringBoard training and the SpringBoard curriculum will be implemented in English classrooms.

Facilitator

District facilitators

Participants

New English teachers

Target Dates or Schedule

September 2013, and implementation throughout the year

Evidence of Completion

Training sign-ins, student portfolios, and walkthrough feedback forms.

G2.B3 Lack of opportunity for students to take ownership of the material they are expected to master

G2.B3.S1 Teachers will receive training, observe model lessons, and common plan to develop lesson plans to utilize the Gradual Release Model of instruction.

PD Opportunity 1

Train teachers in the Gradual Release Model of instruction

Facilitator

Literacy and reading coach

Participants

English and reading teachers

Target Dates or Schedule

During LTM day PD sessions

Evidence of Completion

Training sign-in sheets

G2.B4 Changing standards on reading assessment

G2.B4.S1 Train teachers on common core state standards and implement blended lessons to cover both common core and NGSSS standards

PD Opportunity 1

Train teachers on common core state standards and implement blended lessons to cover both common core and NGSSS standards

Facilitator

District and school-based facilitators

Participants

All teachers

Target Dates or Schedule

LTM day professional development sessions

Evidence of Completion

Sign-in sheets from trainings; Lesson plans; classroom walkthroughs

G3. In FY14, CELLA listening/speaking proficiency will rise to 85%, CELLA reading proficiency will rise to 60%, and CELLA writing proficiency will rise to 50%.

G3.B1 Lack of appropriate reading materials to match individual ELL students' language and lexile levels.

G3.B1.S1 Implement the Achieve 3000 Program specifically designed for English language learners allowing student access to an extensive database of individually lexiled texts through ESOL reading classes and beyond the classroom setting from any internet-enabled device with multi-lingual supports rare language speaking students.

PD Opportunity 1

Teachers receive training on Achieve 3000 and use the program in the classroom.

Facilitator

Achieve 3000 facilitator

Participants

ELL Teachers

Target Dates or Schedule

October 2, 2013

Evidence of Completion

Training sign-in sheets, classroom walkthroughs

G3.B3 Lack of teacher pre- and post-reading support and scaffolding to deepen comprehension

G3.B3.S1 The teachers will receive Professional Development Training and implement strategies on facilitating pre- and post-reading discussion

PD Opportunity 1

Teachers will receive Professional Development Training and implement strategies on facilitating pre- and post-reading discussion

Facilitator

District facilitator

Participants

ELL Teachers

Target Dates or Schedule

LTM Professional Development session

Evidence of Completion

Training sign-in sheets

G3.B4 Lack of post-reading writing component to allow student negotiate and construct meaning from texts, as well express their ideas to promote critical literacy skills.

G3.B4.S1 The teachers will receive Professional development and implement strategies on story-related writing

PD Opportunity 1

Teachers will receive Professional development and implement strategies on story-related writing.

Facilitator

District facilitator

Participants

ELL teachers

Target Dates or Schedule

LTM professional development session

Evidence of Completion

Training sign-in sheets

G5. In FY14, Biology EOC proficiency will rise to 60%.

G5.B2 Lack of common assessments to gauge students progress toward successful completion of the Biology I EOC.

G5.B2.S1 Develop teachers to be able to write common assessments to plan for student success on Biology EOC and to demonstrate critical thinking skills and problem solving.

PD Opportunity 1

Train teachers to be able to write common assessments to plan for student success on Biology EOC and to demonstrate critical thinking skills and problem solving.

Facilitator

Science coach

Participants

Science teachers

Target Dates or Schedule

LTM Professional Development sessions

Evidence of Completion

Training sign-in sheets; common assessments created by teachers

G6. In FY14, writing proficiency will rise to 80%.

G6.B1 Changing standards in writing assessment.

G6.B1.S1 Teachers will employ vertical articulation in order to better prepare students for changes in the writing assessment.

PD Opportunity 1

Train teachers on new standards for the FY15 common core-based writing assessment and implement instructional practices to address these new standards

Facilitator

District facilitators

Participants

9th grade English teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Training sign-in sheets; Student writing portfolios with revisions of Palm Beach Writes assessments and descriptive feedback

G6.B2 Lack of writing across the curriculum

G6.B2.S1 Content area teachers outside of reading and English are trained to incorporate writing regularly in their instruction, and they implement lesson plans to implement these writing strategies

PD Opportunity 1

Train to incorporate writing regularly in their instruction

Facilitator

District and school-based facilitators

Participants

Content area teachers outside of reading and English

Target Dates or Schedule

LTM day professional development sessions

Evidence of Completion

Training sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In FY14, math proficiency will rise to 50%, math learning gains will rise to 65%, and math low 25% learning gains will rise to 75%.	\$3,534
Total		\$3,534

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
Title I	\$3,500	\$34	\$3,534
Total	\$3,500	\$34	\$3,534

Budget Details

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

G1. In FY14, math proficiency will rise to 50%, math learning gains will rise to 65%, and math low 25% learning gains will rise to 75%.

G1.B2 Inconsistency in opportunities for students to communicate and reason with the mathematics.

G1.B2.S1 Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices.

Action Step 1

Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices and implement these strategies in the classroom.

Resource Type

Professional Development

Resource

Teachers will attend PD sessions that will assist them in implementing strategies that support the common core standards.

Funding Source

Title I

Amount Needed

\$3,500

G1.B2.S2 Appropriate supplemental materials will be purchased that promote engagement and CCSS.

Action Step 1

Math Supplemental materials

Resource Type

Evidence-Based Materials

Resource

Supplemental Materials

Funding Source

Title I

Amount Needed

\$34