



## Palm Beach Gardens High School

4245 HOLLY DR, Palm Beach Gardens, FL 33410

www.palmbeachgardenshs.org

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

67%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

72%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	B

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our Mission:

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

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

Our Vision:

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

#### School Environment

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

PBGHS welcomes diversity, and our student body is made up of students from 56 countries and speakers of 26 different languages. Our faculty and staff focus on creating an atmosphere that rules without relationship is not conducive to a superior learning environment. Our LTM's include professional development to build capacity in building positive teacher/student relationships. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B> Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:

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

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

PBGHS builds a safe learning environment by adhering to the SWPBS guidelines. Students know our goal at PBGHS is to

- Respect Ourselves
- Respect Adults
- Respect your Peers

PBGHS has a clearly defined dress code, tardy, and attendance policy. All students are made aware of these policies in written form through our student handbook (provided in English, Spanish, and Creole), as well as verbally at our class assemblies held during the first week of school.

The faculty of PBGHS participates in professional development throughout the school year on sustaining a positive school wide behavior system. Through the school year, the faculty is presented with data that measures our strengths and weaknesses in providing a safe and respectful campus for all our students.

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

- PBGHS has a behavioral matrix in place for:
  - o Tardies
  - o Attendance
  - o Dress Code
  - o Classroom Behavior
- Classroom teachers follow Progressive Discipline steps in regards to student behavior
- Differentiated instruction takes place in the classroom to meet the needs of all students
- The SBLT reviews discipline data at monthly meetings to evaluate if expectations are being met

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

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

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Early Warning System PBGHS:

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

- Students scoring a Level 1 and /or in the Lowest 25% on the READING FCAT (FSA) will be placed in an Intensive Reading class
- Students scoring a Level 2 on the Reading FCAT will be placed in an Intensive Reading class or with a reading endorsed teacher
- Students that fall behind on earned credits will be placed in an Edgenuity class during the regular day or afterschool
- Students not passing the Algebra EOC will attend a Algebra summer session and retake the EOC
- Afterschool tutoring will be available two days a week in the media center for all core areas

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/189519>.

**Description**

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

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

PBGHS has monthly business advisory board meetings, attends local chamber events, ad we have business partners that enhance course curriculum by serving as guest speakers, supervising job shadowing experiences and providing internships.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Clawson, Larry	Principal
FLEMING, MICHELLE	Assistant Principal
Chamberlin, Michael	Assistant Principal
Williams, Richard	Assistant Principal
Mcadoo, Jerry	Assistant Principal
Falk, Arthur	Assistant Principal
Locke, Randal	Other
Brown, Charron	Other
Francois-Nicholas, Rachele	Guidance Counselor
Coleman, Leonard	Other
Harrell, Ricardo	Other
DAILY, MICHELE	Other

### Duties

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

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

Administrators - work with teachers and students directly to build capacity

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

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

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

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

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

Title I, Part A

PBGHS has been awarded \$316, 355 in Title I funds for the 2015 school year. These funds will be used to employ a Reading Coach/LTF, Graduation Coach, 1 math teacher, 1.5 science teachers. Title I funds are also used to pay for tutorials, classroom supplies, professional development supplies, refreshments for parental involvement training, postage for parent mailings, and supplies for on-going

professional development.

Title I, Part D

The Guidance Department conducts classroom visits.

Title II

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

Title III

Title III funds (mini grant) are used to pay for an extra period supplement for ELL students to earn their required online requirement.

Violence Prevention Programs

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

Nutrition Program

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

Adult Education

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

Job Training

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

Other

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

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Larry Clawson	Principal
Michele Daily	Teacher
Liz Woody	Parent
Peggy Hall	Business/Community
Dave Morgan	Parent
Dana Morgan	Parent
Kim Desjarlais	Teacher
Deb Svec	Teacher
Chris Chase	Parent
Kim Desjarlais	Teacher
Joseph Powlis	Parent
Sonia Quesada	Parent
Sonia Quesada	Parent
Cheryl Moore	Parent
Shelia Grant	Business/Community
Leon Reed II	Parent
Jennifer Reed	Parent
LaShaun Brown	Parent
Tammy Emerson	Parent
Jonathan Rubins	Business/Community
Chris Ciotti	Parent
Gail Ciotti	Parent
	Student

## Duties

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

### *Evaluation of last year's school improvement plan*

The first meeting of the SY2014 for SAC was September 9, 2013. As in past years, Mr. Clawson, the principal, shared data regarding the school grade with the SAC. SAC was also given a breakdown of our discipline data. PBGHS led the district in the lowering the number of suspensions. This change was due mostly to adhering to SwPBS guidelines. SAC also received data feedback form the Title I parent survey.

Data feedback from these three sources were the foundation of building the SIP for SY14.. SAC members added input to the draft SIP, and then voted for final approval on October 14, 2013, meeting.

### *Development of this school improvement plan*

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

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

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

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

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

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

PBGHS Allocated SIP FUNDS

- \$430.34 – Two teachers attend -Florida Council of Teachers of Mathematics
- \$553.7- 1 teacher attend ACTFL Conference
- \$190.71 – ACT and ACT materials for ACT Boot camp

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Clawson, Larry	Principal
FLEMING, MICHELLE	Assistant Principal
Locke, Randal	Administrative Support
DAILY, MICHELE	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

Every year PBGHS makes it a focus to increase then number of students reading at or above grade level, gains in reading, and gains in reading in the Lowest 25%.

The media center led by Deb Svec and FBLA, led by Tammy Skinner have teamed together to open Gatorbucks during our 5th period lunchtime. Along with providing FBLA students an opportunity to run a "business" the coffee shop located in the Media Center will provide an opportunity to "sell" all the excellent media available for our students. Not only does the media center provide the latest and greatest in Young Adult literature, but also I-touches, Nooks, Green Screen for filming etc.

For the past four years PBGHS has been the host for April for Authors, and this is true for SY15 as well..

April for Author is a county wide event that hosts various authors of books from the elementary level to the high school level. This year there will be 15-20 authors at the event.

This year Palm Beach Gardens High School is privileged to host Paul Griffin for an author visit on Friday, April 10, 2015, this YA author will do a presentation for our parents as well as our students. Mr.Griffin has worked as a teacher and tutor, a butler and bartender, a driver and dog trainer, an EMT

and an amanuensis. He was a dockworker too, in his college years, and then a dishwasher for a bit (alongside Vin Diesel), but the hardest—and best—work was the teaching. Paul started working with at-risk, incarcerated and special needs teens in 1989, with a concentration in conflict resolution workshops aimed at stemming the spread of violence, substance abuse and HIV/AIDS among young adults. (Check out the Creative Arts Team, the amazing organization that made those workshops happen, and continues to this day to work wonders with kids throughout NYC.) These days Paul works with awesome organizations like Behind The Book and Literacy for Incarcerated Teens, and his workshops focus on helping young men and women tell their life stories as they reach out to counselors, judges, admissions officers and potential employers. Twenty years to the day after Paul graduated Dartmouth, Penguin/Dial released his “first” novel Ten Mile River and then The Orange Houses a year later, then Stay With Me in 2011 and Burning Blue in 2012. Paul lives in NYC with several dogs and one wife, documentary moviemaker Risa Morimoto.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

PBGHS utilizes Learning Team Meeting (LTM) to build positive working relationships between teachers. LTMs include a time to collaborate as a whole faculty, often analyzing data that will drive instruction as a school as a whole.

LTMs also include breakout sessions that can include interdisciplinary or a single discipline groups. During the breakout session teachers will collaborate, plan and discuss best teaching practices.

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

Our Assistant Principal heads our retention and recruitment, and our mentoring program. We actively pursue students from the local colleges to intern and to do their student teaching at PBGHS. Gardens has gained many of our current staff members that first did their educational internships with us.

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

It is the primary focus of all our administrators to provide not only provide a safe environment for our students academically, but also for our teachers to thrive professionally. Most teachers leave the profession within the first two years of teaching. Our success in retaining and developing highly qualified teachers is the time and professional development we provide our teachers in professional development. It is with great pride that under the leadership of Mr. Larry Clawson, Principal, and his current administration Gardens has maintained a 98.7% retention rate. The teachers we have lost have either moved out of the area, changed careers, or took a position closer to their home. At PBGHS we are proud that we have 18 teachers that are on staff that graduated from PBGHS and have come back to Gardens to teach. We also have an administrator that is a PBGHS grad. We like to say, "Once a Gator, always a Gator!"

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

Our Assistant Principal, heads our mentoring program, as well as the Educational Support Program (ESP).

The new teacher is paired with a veteran teacher/department head that is an expert and innovative in their subject area, and monitors all new teachers through through ESP.

Mentors meet the new teachers regularly after department meetings and LTMs to give assistance with information that was provided during meetings. Mentors are especially helpful with data that was provided in regards to student achievement. Mentors are, of course, as are all faculty members available on a daily basis to assist new teachers with the basic "how-to" and "who-you-see" in regards to everyday functions in a large high school.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

The School District of Palm Beach County provides Learning Village and classroom materials that are aligned to Florida's standards.

Learning Village provide core areas of study with a scope and sequence aligned to the Florida Standards

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The SDPBC provides Fall and Winter Diagnostics in the core areas of state assessments. Using EDW and Performance matters the data is analyzed and used to drive differentiated instruction in the classroom.

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

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

**Strategy: After School Program**

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

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Locke, Randal , randal.locke@palmbeachschools.org

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

The SBLT collected data through EDW, Terms, and Grade Quick regarding students grades in core classes, as well as data in regards to FCAT 2.0, EOCs, College Readiness, and AP results and saw the need to help students improve in these areas. Success on students report card and indicated on Diagnostic data shows the effectiveness of providing afterschool tutoring.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The Guidance Department ensures that incoming and outgoing cohorts of students have an opportunity to meet with a counselor to explore academic and social needs to facilitate a seamless transition. The department collaborates with the feeder middle schools to hold presentations discussing academic expectations and well as extracurricular activities at the high school level. Academic data reports are reviewed to evaluate the student's needs and to ensure that appropriate programs are implemented for student success.

**College and Career Readiness**

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

The Guidance Department of Palm Beach Gardens High School implements a registration session during the spring to converse with each student about their individualized academic and career plans. The Certified School Counselors advise each student about course selections required for graduation and also explain the relevance of each course to the major or career the student desires to pursue. Subsequently students are provided with opportunities to meet with their counselors to explore careers through various technological mediums such as FL Choices and FL Virtual Campus. In addition information is disseminated to parents and students through parental workshops and classroom guidance presentations throughout the year.

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

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

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

PBGHS is committed to providing students with the readiness for the public postsecondary level. PBGHS administers the PERT on campus to students in their junior year. SDPBC juniors also have access to take a free IN SCHOOL SAT in February. PBGHS continues to be a test center for both the ACT and SAT, giving our students multiple opportunities to earn a college ready score. PBGHS continues to offer several AP courses, and now has added three AICE courses.

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

Students are placed in college readiness courses such as Math for College Readiness, SAT and ACT preparation. These courses provide students with the strategies and skills necessary to achieve academic success. Student assessment results and other data are frequently reviewed and monitored by teachers and administration to employ varying strategies based upon students' individualized needs. After school tutorial courses and small group pull-out instruction are other strategies that are utilized.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Add rigor in all core content areas to increase the number of students earning a standard high school diploma in four years.
- G2.** PBGHS will increase opportunities for Parent Involvement to increase student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Add rigor in all core content areas to increase the number of students earning a standard high school diploma in four years. 1a

G035838

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	83.0

**Resources Available to Support the Goal** 2

- Literacy Coach
- Graduation Coach
- 1 Math Teacher
- 1.5 Science Teachers
- HQ Tutors
- Supplies

**Targeted Barriers to Achieving the Goal** 3

- The number of students not earning a passing score on the FCAT (FSA), ACT or SAT.

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G2. PBGHS will increase opportunities for Parent Involvement to increase student achievement.** 1a

G035839

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Purchase materials needed for Parent Training's ( example - Woodburn Press)
- YA author
- Coffee and other breakfast snacks for the parents

**Targeted Barriers to Achieving the Goal** 3

- Parent time constraints

**Plan to Monitor Progress Toward G2.** 8

**Person Responsible**

**Schedule**

***Evidence of Completion***

Agendas and sign in sheets Numbers of parents that participated in Coffee Talks (parent involvement) increased from last year's parent involvement activities.

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Add rigor in all core content areas to increase the number of students earning a standard high school diploma in four years. **1**

 G035838

**G1.B1** The number of students not earning a passing score on the FCAT (FSA), ACT or SAT. **2**

 B085921

**G1.B1.S2** Provide PBGHS with a Literacy Coach that will be part of the SBLT **4**

 S118480

### Strategy Rationale

#### Action Step 1 **5**

The Literacy Coach/LTF will monitor student's progress on passing FCAT(FSA), ACT, and SAT, and share that data with the SBLT, Reading Department, and or PBGHS faculty.

#### Person Responsible

MICHELE DAILY

#### Schedule

Every 6 Weeks, from 8/12/2014 to 6/5/2015

#### Evidence of Completion

Agendas and sign ins of LTMs.

### Action Step 2 5

The Literacy Coach/LTF will provide professional development on using Performance Matters - UNIFY - Baseball Card - to monitor student progress on Diagnostics, State Assessments and ACT and SAT to Reading, Social Studies, and Guidance departments.

**Person Responsible**

MICHELE DAILY

**Schedule**

Every 6 Weeks, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Agendas and sign ins of LTMs.

### Action Step 3 5

The Literacy Coach/LTF will provide professional development on using Performance Matters - UNIFY to create assessments base on the Florida Standards for classroom use.

**Person Responsible**

MICHELE DAILY

**Schedule**

Every 6 Weeks, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Agendas and sign ins of LTMs.

### Action Step 4 5

The Literacy Coach/LTF will provide professional development on DOK and providing higher higher DOK questioning in the classroom.

**Person Responsible**

**Schedule**

Every 6 Weeks, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2. PBGHS will increase opportunities for Parent Involvement to increase student achievement.** 1

 G035839

**G2.B1 Parent time constraints** 2

 B085922

**G2.B1.S1 Offer a variety of grade level focus workshops for our parents.** 4

 S096620

**Strategy Rationale**

**Action Step 1** 5

Provide Parent Trainings

**Person Responsible**

Larry Clawson

**Schedule**

On 5/29/2015

***Evidence of Completion***

Increase in Parent Involvement

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

Agendas and Sign in sheets Numbers of parents that participated in Coffee Talks (parent involvement) increased from last year's parent involvement activities.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

Numbers of parents that participated in Coffee Talks (parent involvement) increased from last year's parent involvement activities.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Provide Parent Trainings	Clawson, Larry	9/30/2014	Increase in Parent Involvement	5/29/2015 one-time
G1.B1.S2.A1	The Literacy Coach/LTF will monitor student's progress on passing	DAILY, MICHELE	8/12/2014	Agendas and sign ins of LTM's.	6/5/2015 every-6-weeks

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*Palm Beach Gardens High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	FCAT(FSA), ACT, and SAT, and share that data with the SBLT, Reading Department, and or PBGHS faculty.				
G1.B1.S2.A2	The Literacy Coach/LTF will provide professional development on using Performance Matters - UNIFY - Baseball Card - to monitor student progress on Diagnostics, State Assessments and ACT and SAT to Reading, Social Studies, and Guidance departments.	DAILY, MICHELE	8/12/2014	Agendas and sign ins of LTMs.	6/5/2015 every-6-weeks
G1.B1.S2.A3	The Literacy Coach/LTF will provide professional development on using Performance Matters - UNIFY to create assessments base on the Florida Standards for classroom use.	DAILY, MICHELE	8/12/2014	Agendas and sign ins of LTMs.	6/5/2015 every-6-weeks
G1.B1.S2.A4	The Literacy Coach/LTF will provide professional development on DOK and providing higher higher DOK questioning in the classroom.		8/12/2014		6/5/2015 every-6-weeks
G1.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	[no content entered]			one-time	
G2.MA1	[no content entered]			Agendas and sign in sheets Numbers of parents that participated in Coffee Talks (parent involvement)i increased from last year's parent involvement activities.	once
G2.B1.S1.MA1	[no content entered]			Numbers of parents that participated in Coffee Talks (parent involvement)i increased from last year's parent involvement activities.	once
G2.B1.S1.MA1	[no content entered]			Agendas and Sign in sheets Numbers of parents that participated in Coffee Talks (parent involvement)i increased from last year's parent involvement activities.	once
G2.B1.S2.MA1	[no content entered]				once
G2.B1.S2.MA1	[no content entered]				once

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Add rigor in all core content areas to increase the number of students earning a standard high school diploma in four years.

**G1.B1** The number of students not earning a passing score on the FCAT (FSA), ACT or SAT.

**G1.B1.S2** Provide PBGHS with a Literacy Coach that will be part of the SBLT

### PD Opportunity 1

The Literacy Coach/LTF will monitor student's progress on passing FCAT(FSA), ACT, and SAT, and share that data with the SBLT, Reading Department, and or PBGHS faculty.

#### Facilitator

Michele Daily

#### Participants

PBGHS FACULTY

#### Schedule

Every 6 Weeks, from 8/12/2014 to 6/5/2015

### PD Opportunity 2

The Literacy Coach/LTF will provide professional development on using Performance Matters - UNIFY - Baseball Card - to monitor student progress on Diagnostics, State Assessments and ACT and SAT to Reading, Social Studies, and Guidance departments.

#### Facilitator

Michele Daily

#### Participants

PBGHS FACULTY

#### Schedule

Every 6 Weeks, from 8/12/2014 to 6/5/2015

### **PD Opportunity 3**

The Literacy Coach/LTF will provide professional development on using Performance Matters - UNIFY to create assessments base on the Florida Standards for classroom use.

#### **Facilitator**

Michele Daily

#### **Participants**

PBGHS FACULTY

#### **Schedule**

Every 6 Weeks, from 8/12/2014 to 6/5/2015

### **PD Opportunity 4**

The Literacy Coach/LTF will provide professional development on DOK and providing higher higher DOK questioning in the classroom.

#### **Facilitator**

Michele Daily

#### **Participants**

PBGHS FACULTY

#### **Schedule**

Every 6 Weeks, from 8/12/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Add rigor in all core content areas to increase the number of students earning a standard high school diploma in four years.	309,313
<b>Goal 2:</b> PBGHS will increase opportunities for Parent Involvement to increase student achievement.	7,042
<b>Grand Total</b>	<b>316,355</b>

### Goal 1: Add rigor in all core content areas to increase the number of students earning a standard high school diploma in four years.

Description	Source	Total
<b>B1.S1.A1</b> - Graduation Coach -Salary and Benefits	Title I Part A	65,879
<b>B1.S2.A1</b> - Literacy Coach - Salary and Benefits	Title I Part A	69,468
<b>B2.S1.A1</b> - HQ - After School tutors	Title I Part A	7,534
<b>B2.S1.A1</b> - Supplies - Paper, toner, pens, pencils, and consumable books	Title I Part A	1,735
<b>B3.S1.A1</b> - 1.5 Science Instructors - Salary and Benefits		98,818
<b>B4.S1.A1</b> - Math Instructor - Salary and Benefits		65,879
<b>Total Goal 1</b>		<b>309,313</b>

### Goal 2: PBGHS will increase opportunities for Parent Involvement to increase student achievement.

Description	Source	Total
<b>B1.S1.A1</b> - Parent Training - Breakfast snacks, Woodburn Press materials regarding college, YA consultant	Title I Part A	3,542
<b>B1.S1.A1</b> - Postage	Title I Part A	3,500
<b>Total Goal 2</b>		<b>7,042</b>