



## Lake Shore Middle School

425 W CANAL ST N, Belle Glade, FL 33430

[www.edline.net/pages/lake\\_shore\\_middle\\_school](http://www.edline.net/pages/lake_shore_middle_school)

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

98%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	D	C

### 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
Priority	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 is to facilitate the development of productive citizens through academic achievement in a safe, nurturing student-centered environment.

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

Our vision is to provide a safe and orderly campus thereby improving the school's reputation and increasing student achievement.

#### School Environment

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

Our school will infuse Single school culture and appreciation of multicultural diversity (applicable to all grade levels).

Content as required by Florida Statute 1003.42(2) and S.B. Policy 2009 (8)(b), as applicable to appropriate grade levels, including but not limited to:

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

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

- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

##### 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

- Universal Guidelines and behavior matrix taught and modeled through out the year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with

positive feedback ("You were responsible when you returned your library book on time.")

- School-wide recognition system is in place i.e. (B.A.G and T.E.A.M Bucks).
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (SwPBS) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

**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**

- Connect students to agencies who have Cooperative Agreements or are on campus (Bridges, Jerome Golden Center, etc);
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.
- Instruction and various campus activities that address social/emotional needs of students (grade level assemblies, modeling expected behavior, etc.).
- Peer to Peer mentor for all incoming 6th grade students.

**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**

- Utilize the School Base Team process and EDW reports to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, Behavior, etc.

**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
	6	7	8	
Attendance below 90 percent	4	3	2	9
One or more suspensions	82	111	99	292
Course failure in ELA or Math	0	0	20	20
Level 1 on statewide assessment	113	146	141	400

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	61	71	81	213

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

- Read 180, Reading Plus, Tutorials, etc. ;
- Notification procedures for parents, agency and community outreach;
- Planned Discussions, Goal Setting for identified student (academic/behavior data chats).

## 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/174937>.

#### **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**

Parent/community liaison solicits support from local businesses and organizations through business partnership agreement, networking, and inviting community/business owners to school wide events and activities.

## 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
Andrews, Jymel	Dean
Dowers, Shundra	Principal
Grant, Tonya	Assistant Principal
Burden, Randy	Assistant Principal
Lewis, Carla	Assistant Principal
brown, chimere	Instructional Coach
Young, Valarie	Instructional Coach
Billman-Hornsby, Jennifer	Instructional Coach

#### **Duties**

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

The MTSS Leadership Team, the School Advisory Council (SAC), and all school stakeholders helped develop the SIP. The team provided data on academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

***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***

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, classroom teacher, Rtl/Inclusion Facilitator, Learning Team Facilitator (LTF), and guidance staff. The Area Support and Transformation Team will support in the Rtl process when such services will lend to the situation.

The principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing Rtl processes
- fidelity of implementation of intervention support is documented
- adequate professional development to support Rtl implementation is provided
- effective communication with parents regarding school-based Rtl plans and activities occurs.

Title I, Part A: Funds are utilized to ensure students requiring additional remediation are assisted through after school and Saturday tutorial programs and the Compass/Pass program. Students are provided with classroom supplies for Math and Science labs. Parent Liaison will offer opportunities for parents to attend various training sessions that will assist them in supporting academics at home.

Academic Coaches will be utilized to provide ongoing PD, modeling and instructional support for teachers. Out of county professional development will provide opportunities for teachers to obtain research based strategies and best practices thereby increasing student achievement. Classroom libraries for instructional support in Reading, Math and Science will be supported using Title I funds.

Part C - Migrants: a migrant liaison provides services and support for students and their parents. The liaison coordinates with Title I and programs to ensure that qualifying students' needs have met.

Title III- Services are provide through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

The 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.

Violence Prevention Programs:

Safe and Drug free Schools - District receives funds for programs ( Red Ribbon Week, Mentors in Middle School, etc) that support prevention of violence in and around the school. These programs help to prevent the use of alcohol,tobacco, drugs, and foster a safe, drug free learning environment supporting student achievement.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs:

The school nurse provides support and nutrition information for those students who have been diagnosed with diabetes, etc.

Career and technical Education:

Lake Shore Middle School offers Pre-Medical choice for students that will help them prepare for college readiness.

Single School Culture:

Academics: Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons.

Behavior and Climate: LSMS integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. LSMS updates Action Plans during Leadership and Grade Level Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs such as B.A.G. bucks. Positive school-wide behavior is implemented through the use of C.H.A.M.P.S. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

James Patterson Book Project: is for middle school students to improve reading ability by providing independent reading opportunities, developing good reading habits, and building positive attitudes toward reading through a school-wide common grade level reading project.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Amelia Palacios	Parent
Brenda Chavez	Parent
Donnia Johnson	Education Support Employee
Itcelina Smith	Parent
Jeradene Johnson	Parent
Luisa Torres	Parent
Mary Davis	Business/Community
Pearlie Hill	Parent
Shundra Dowers	Principal
Tawanna Jones	Parent
Travella Brissett	Parent
Wilehelmenia Jacobs	Teacher

**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 SAC Committee was given updates in regards to school data and implementation of the plan at monthly SAC meetings.

*Development of this school improvement plan*

The involvement of SAC is to approve and oversee the implementation of the School Improvement plan. SAC will provide input in matters concerning disbursement of school improvement funds, and ensure that such expenditures are consistent with the School Improvement Plan.

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

Principal will review last year and this year's budget for planning the use of the upcoming School Improvement funds.

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

Provide incentives for FCAT and FCAT Field Day-(\$1500.00).  
 Technology - Replenish printers (4) - (\$1000.00)

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

No

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

Lake Shore Middle School will continue to elicit members to represent the student population. The parent liaison will contact parents, community members and business owners in an effort to fulfill Lake Shore Middle School's 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
Dowers, Shundra	Principal
Andrews, Jymel	Dean
Burden, Randy	Assistant Principal
Grant, Tonya	Assistant Principal
Lewis, Carla	Assistant Principal
brown, chimere	Instructional Coach
Young, Valarie	Instructional Coach
Billman-Hornsby, Jennifer	Instructional Coach

**Duties**

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

- School-wide Literacy day on Professional Development Days (PDD): Lesson plans developed to meet the rigor of Common Core Standards Base Writing.
- James Patterson Book Club: Grade level text implementing cross content curriculum.
- School-wide access to Reading Counts and Reading Plus (school-wide incentives to promote reading)

**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**

LSMS encourage positive working relationships with teachers through participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic

needs, how students might be assessed, and collegial planning. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Attending local/district sponsored job fairs.

Partner new teachers with veteran staff (ESP program)

Provide ongoing professional development: Marzano, AVID, Read 180, Reading Plus, SwPBS, CHAMPS, Rigor, Relevance, Relationship

Regular meetings of new teachers with Principal/Assistant Principal to discuss topics related to but not limited to classroom management, differentiated instruction, etc.

Glades Supplement

Opportunities to earn extra pay for club sponsorship, extra curricular activities, tutoring, and collegial planning after contract hours.

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

Mentor: Jennifer Adams

Mentee: Brigid McDow

Rationale for pairing: Experienced Reading support; Long-term knowledge of school and district functions.

Planned Mentoring Activities: Guide the mentee through the required Educator Accomplished Practices (EAP), and support the teacher in developing weekly lesson plans and classroom management routines.

Attend bi-weekly LTM's, participate in on-going trainings in Marzano's Art and Science of Teaching.

Support mentee with navigating through the various instructional technology programs (ie. gradquick, EDW, Edline).

Mentor: Chimere Brown

Mentee: Zanique Jones

Rationale for pairing: Experienced Reading support; Long-term knowledge of school and district functions.

Planned Mentoring Activities: Guide the mentee through the required Educator Accomplished Practices (EAP), and support the teacher in developing weekly lesson plans and classroom management routines.

Attend bi-weekly LTM's, participate in on-going trainings in Marzano's Art and Science of Teaching.

Support mentee with navigating through the various instructional technology programs (ie. gradquick, EDW, Edline).

Mentor: Wilhelm Jacobs

Mentee: Jasmine Blake

Rationale for pairing: Experienced Reading support; Long-term knowledge of school and district functions.

Planned Mentoring Activities: Guide the mentee through the required Educator Accomplished Practices (EAP), and support the teacher in developing weekly lesson plans and classroom management routines.

Attend bi-weekly LTM's, participate in on-going trainings in Marzano's Art and Science of Teaching.

Support mentee with navigating through the various instructional technology programs (ie. gradquick, EDW, Edline).

Mentor: Henderson Scott

Mentee: Jonte Petty

Rationale for pairing: Experienced Reading support; Long-term knowledge of school and district functions.

Planned Mentoring Activities: Guide the mentee through the required Educator Accomplished Practices (EAP), and support the teacher in developing weekly lesson plans and classroom management routines.

Attend bi-weekly LTM's, participate in on-going trainings in Marzano's Art and Science of Teaching.

Support mentee with navigating through the various instructional technology programs (ie. gradquick,

EDW, Edline).

Mentor: Fay Gayle

Mentee: Corinthia Myrick

Rationale for pairing: Experienced Reading support; Long-term knowledge of school and district functions.

Planned Mentoring Activities: Guide the mentee through the required Educator Accomplished Practices (EAP), and support the teacher in developing weekly lesson plans and classroom management routines. Attend bi-weekly LTM's, participate in on-going trainings in Marzano's Art and Science of Teaching. Support mentee with navigating through the various instructional technology programs (ie. gradquick, EDW, Edline).

## 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***

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

#### 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***

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL
- Providing (anchor charts) Process and Strategy charts for reminders of teaching
- LTM meetings are conducted to develop strategies to be used in all content areas

***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:** Extended School Day

**Minutes added to school year:** 10,800

School day is extended to provide a 7th period in the Master schedule.

**Strategy Rationale**

The additional period provides LSMS with the ability to create a master schedule that allows for more back to back 90 minute Reading blocks and Intensive Math sections.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Burden, Randy, randy.burden@palmbeachschools.org

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

Master schedule reflecting intensive reading classes with back to back sections. Master schedule reflecting an increase in intensive math.

**Strategy:** After School Program

**Minutes added to school year:** 8,100

After school program: (8/25/14) Students remain after school for 2 hours of enrichment and remediation instruction in Reading and Math or credit recovery (Compass/Pass).

**Strategy Rationale**

Compass/Pass provide students with an opportunity to stay on track for promotion. Reading and Math tutorials provide students with additional support with standards taught in class.

**Strategy Purpose(s)**

- Enrichment

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

Lewis, Carla, carla.lewis@palmbeachschools.org

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

Diagnostic and Benchmark assessments.

**Strategy:** Before School Program

**Minutes added to school year:** 10,200

Morning Care: (8/25/14) Students arrive one hour before the school day begins.

**Strategy Rationale**

Students receive remediation instruction in Reading (Reading Plus) and Math.

**Strategy Purpose(s)**

- Enrichment

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

Andrews, Jymel, jymel.andrews@palmbeachschools.org

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

This data is collected and analyzed through diagnostic assessments, Reading Plus Reports, SRI and FAIR are used to track and monitor student progress.

**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**

Incoming 6th grade students are provided with an opportunity to attend LSMS 6th grade Transition Academy.

Outgoing 8th grade students are provided with an opportunity to visit and tour local high school.

**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**

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.
- The promotion of increased student participation and performance in Advanced Courses.

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

- Health Science

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

The expansion of AVID sections and Advance Course sections in Math, Language Arts, Social Studies and Science . Based on student readiness, enroll students in high school course thereby allowing students to enter high school with credits (i.e Algebra 1, Biology, Geometry).

***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***

- School based team review and provide assistance to specific students
- Counselors conduct classroom guidance and individual counseling sessions with students
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Increase the level of instructional rigor and student engagement that is aligned to the Florida Standards through an instructional model.
- G2.** Improve the implementation of the School-wide Positive Behavior Support (SwPBS) System with fidelity by streamlining discipline procedures.
- G3.** Provide parents with opportunities to learn strategies and information related to academics to support students at home.

## 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. Increase the level of instructional rigor and student engagement that is aligned to the Florida Standards through an instructional model. 1a**

G037805

**Targets Supported 1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	29.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	70.0
AMO Reading - All Students	48.0
FSA - English Language Arts - Proficiency Rate	36.0
FSA - Mathematics - Proficiency Rate	38.0

**Resources Available to Support the Goal 2**

- Literacy, Math, Science Coaches
- Houghton Mifflin Harcourt, Literature Series
- District and Area Literacy Support
- Collegial Planning
- Learning Team Facilitator

**Targeted Barriers to Achieving the Goal 3**

- Teachers need more opportunities to develop a deeper understanding of new Florida Standards

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

Diagnostic data will be collected and reviewed to determine progress towards AMO goals

**Person Responsible**

Shundra Dowers

**Schedule**

On 8/28/2014

**Evidence of Completion**

LTM agendas and progress monitoring logs

**G2. Improve the implementation of the School-wide Positive Behavior Support (SwPBS) System with fidelity by streamlining discipline procedures.** 1a

G041399

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	35.0
Discipline incidents	40.0

**Resources Available to Support the Goal** 2

- Dean of Student Services
- ESE Coordinator
- In-school suspension
- SwPBS Coach
- District SwPBS Support

**Targeted Barriers to Achieving the Goal** 3

- Teachers need more opportunities to learn the process of how and when to implement various interventions.

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

Reduction in the number of discipline referrals written

**Person Responsible**

Carla Lewis

**Schedule**

Monthly, from 9/25/2014 to 5/29/2015

**Evidence of Completion**

EDW discipline report

**G3.** Provide parents with opportunities to learn strategies and information related to academics to support students at home. **1a**

G042503

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	48.0
AMO Math - All Students	57.0
FSA - English Language Arts - Proficiency Rate	31.0
FSA - Mathematics - Proficiency Rate	40.0

**Resources Available to Support the Goal** **2**

- School Personnel: Parent Liaison, instructional coaches
- Parent resource center

**Targeted Barriers to Achieving the Goal** **3**

- Parents need more opportunities to learn strategies to support the academic process.

**Plan to Monitor Progress Toward G3.** **8**

The level of parent participation in comparison to last year.

**Person Responsible**

Shawn Bynum

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

VIP reports (volunteers in public schools), agendas and sign-in sheets

## 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.** Increase the level of instructional rigor and student engagement that is aligned to the Florida Standards through an instructional model. **1**

 G037805

**G1.B2** Teachers need more opportunities to develop a deeper understanding of new Florida Standards **2**

 B098350

**G1.B2.S1** Unpack standards and develop rigorous learning goals and performance scales. **4**

 S111000

### Strategy Rationale

To deepen teachers understanding of the new Florida Standards

### Action Step 1 **5**

Coaches and LTF will provide teachers with opportunities to deconstruct standards to identify what students will know and be able to do when they have mastered the standard.

### Person Responsible

Jennifer Billman-Hornsby

### Schedule

Monthly, from 9/15/2014 to 5/29/2015

### Evidence of Completion

LTM agendas, sign-in sheets, walk-through,

### Action Step 2 5

Coaches and LTF will assist teachers in developing rigorous learning goals and scales with performance task.

**Person Responsible**

Jennifer Billman-Hornsby

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Complete learning goal scales with performance task

### Action Step 3 5

During collegial planning, Instructional Coaches will assist teachers in aligning activities to the required skills indicated on learning goal scale.

**Person Responsible**

Jennifer Billman-Hornsby

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

lesson plans and learning goal scale

### Action Step 4 5

Instructional Coaches will provide support to teachers as needed through the coaching cycle.

**Person Responsible**

Shundra Dowers

**Schedule**

Weekly, from 10/21/2014 to 5/29/2015

***Evidence of Completion***

Coaches log of support

### Action Step 5 5

Instructional Coaches and DILs will receive ongoing professional development through district facilitated department meetings.

**Person Responsible**

Shundra Dowers

**Schedule**

Monthly, from 8/12/2014 to 5/29/2015

**Evidence of Completion**

sign-in sheets, agendas and TDEs

### Action Step 6 5

Instructional Coaches and teachers will attend content area conferences.

**Person Responsible**

Shundra Dowers

**Schedule**

Annually, from 10/6/2014 to 7/31/2015

**Evidence of Completion**

Agendas and TDEs

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

Content Area Administrator will attend LTMs and monitor Coaches schedules.

**Person Responsible**

Shundra Dowers

**Schedule**

Biweekly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

LTM Sign-in sheet, Unpacking template, walk-throughs

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

Grade level content area teachers administer assessments that are aligned to the standards

**Person Responsible**

Jennifer Billman-Hornsby

**Schedule**

Monthly, from 9/19/2014 to 5/29/2015

**Evidence of Completion**

Progress monitoring data from Unit and Diagnostic Assessments

**G2.** Improve the implementation of the School-wide Positive Behavior Support (SwPBS) System with fidelity by streamlining discipline procedures. 1

 G041399

**G2.B1** Teachers need more opportunities to learn the process of how and when to implement various interventions. 2

 B100314

**G2.B1.S1** SwPBS and Leadership team will provide ongoing professional development and support in implementing behavior interventions. 4

 S111571

**Strategy Rationale**

Reduce the number of level 1 referrals.

**Action Step 1 5**

SwPBS team will meet to review the behavior matrix and intervention log to determine the direction of professional development and support.

**Person Responsible**

Carla Lewis

**Schedule**

On 10/17/2014

**Evidence of Completion**

sign-in sheet and agenda

**Action Step 2** 5

SwPBS team will facilitate professional development on when and how to implement interventions

**Person Responsible**

Carla Lewis

**Schedule**

On 9/26/2014

***Evidence of Completion***

sign-in sheets and agendas

**Action Step 3** 5

SwPBS team will facilitate professional development to streamline school-wide behavior expectations and teacher interventions.

**Person Responsible**

Carla Lewis

**Schedule**

Every 2 Months, from 9/8/2014 to 9/12/2014

***Evidence of Completion***

Sing-in sheets and agendas

**Action Step 4** 5

Teachers will develop a well thought out classroom management plan

**Person Responsible**

Carla Lewis

**Schedule**

Annually, from 9/1/2014 to 9/30/2014

***Evidence of Completion***

Submission of management plan

**Action Step 5** 5

Instructional coaches will attend monthly meetings with SwPBS team to determine their focus of teacher support.

**Person Responsible**

Carla Lewis

**Schedule**

Monthly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

sign-in sheets

**Action Step 6** 5

Instructional coaches will provide ongoing support through the coaching cycle.

**Person Responsible**

Carla Lewis

**Schedule**

Monthly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

Coaches schedules indicating teacher support

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

Assistant Principals will document the distribution of T.E.A.M. bucks.

**Person Responsible**

Shundra Dowers

**Schedule**

Monthly, from 9/26/2014 to 5/29/2015

**Evidence of Completion**

Collection of T.E.A.M. buck distribution form

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

Teacher feedback

**Person Responsible**

Carla Lewis

**Schedule**

Semiannually, from 12/31/2014 to 5/29/2015

**Evidence of Completion**

Teacher surveys

**G3.** Provide parents with opportunities to learn strategies and information related to academics to support students at home. 1

 G042503

**G3.B1** Parents need more opportunities to learn strategies to support the academic process. 2

 B103700

**G3.B1.S1** The parent liaison will provide opportunities for parents to learn educational strategies to support academics at home. 4

 S114838

**Strategy Rationale**

Parents will be able to support students with academics.

**Action Step 1 5**

The teachers and coaches will assist the parent liaison in identifying the focus of parent training.

**Person Responsible**

Shawn Bynum

**Schedule**

Monthly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

sign-in sheets and agendas

**Action Step 2** 5

The parent liaison will construct a framework for the parent training.

**Person Responsible**

Shawn Bynum

**Schedule**

Monthly, from 9/23/2014 to 5/29/2015

**Evidence of Completion**

parent sign-in sheets and agendas

**Action Step 3** 5

The parent liaison will create agendas for the parent training.

**Person Responsible**

Shawn Bynum

**Schedule**

Monthly, from 9/23/2014 to 5/29/2015

**Evidence of Completion**

monthly agendas

**Action Step 4** 5

The parent liaison, coaches and staff as needed will facilitate parent training.

**Person Responsible**

Shawn Bynum

**Schedule**

Monthly, from 9/23/2014 to 5/29/2015

**Evidence of Completion**

agendas and sign-in sheets

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Parent Liaison trainings will be aligned to SAC meetings, occurring after SAC.

**Person Responsible**

Shundra Dowers

**Schedule**

Monthly, from 9/23/2014 to 6/5/2015

**Evidence of Completion**

Agenda and sign-in sheet

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Parent liaison will conduct a parent survey

**Person Responsible**

Shawn Bynum

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Parent surveys

**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
G1.B2.S1.A1	Coaches and LTF will provide teachers with opportunities to deconstruct standards to identify what students will know and be able to do when they have mastered the standard.	Billman-Hornsby, Jennifer	9/15/2014	LTM agendas, sign-in sheets, walk-through,	5/29/2015 monthly
G2.B1.S1.A1	SwPBS team will meet to review the behavior matrix and intervention log to determine the direction of professional development and support.	Lewis, Carla	10/13/2014	sign-in sheet and agenda	10/17/2014 one-time
G3.B1.S1.A1	The teachers and coaches will assist the parent liaison in identifying the focus of parent training.	Bynum, Shawn	9/15/2014	sign-in sheets and agendas	5/29/2015 monthly
G2.B1.S1.A2	SwPBS team will facilitate professional development on when and how to implement interventions	Lewis, Carla	9/22/2014	sign-in sheets and agendas	9/26/2014 one-time
G3.B1.S1.A2	The parent liaison will construct a framework for the parent training.	Bynum, Shawn	9/23/2014	parent sign-in sheets and agendas	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A2	Coaches and LTF will assist teachers in developing rigorous learning goals and scales with performance task.	Billman-Hornsby, Jennifer	9/1/2014	Complete learning goal scales with performance task	5/29/2015 monthly
G2.B1.S1.A3	SwPBS team will facilitate professional development to streamline school-wide behavior expectations and teacher interventions.	Lewis, Carla	9/8/2014	Sing-in sheets and agendas	9/12/2014 every-2-months
G3.B1.S1.A3	The parent liaison will create agendas for the parent training.	Bynum, Shawn	9/23/2014	monthly agendas	5/29/2015 monthly
G1.B2.S1.A3	During collegial planning, Instructional Coaches will assist teachers in aligning activities to the required skills indicated on learning goal scale.	Billman-Hornsby, Jennifer	9/1/2014	lesson plans and learning goal scale	5/29/2015 monthly
G3.B1.S1.A4	The parent liaison, coaches and staff as needed will facilitate parent training.	Bynum, Shawn	9/23/2014	agendas and sign-in sheets	5/29/2015 monthly
G2.B1.S1.A4	Teachers will develop a well thought out classroom management plan	Lewis, Carla	9/1/2014	Submission of management plan	9/30/2014 annually
G1.B2.S1.A4	Instructional Coaches will provide support to teachers as needed through the coaching cycle.	Dowers, Shundra	10/21/2014	Coaches log of support	5/29/2015 weekly
G2.B1.S1.A5	Instructional coaches will attend monthly meetings with SwPBS team to determine their focus of teacher support.	Lewis, Carla	10/6/2014	sign-in sheets	5/29/2015 monthly
G1.B2.S1.A5	Instructional Coaches and DILs will receive ongoing professional development through district facilitated department meetings.	Dowers, Shundra	8/12/2014	sign-in sheets, agendas and TDEs	5/29/2015 monthly
G2.B1.S1.A6	Instructional coaches will provide ongoing support through the coaching cycle.	Lewis, Carla	10/6/2014	Coaches schedules indicating teacher support	5/29/2015 monthly
G1.B2.S1.A6	Instructional Coaches and teachers will attend content area conferences.	Dowers, Shundra	10/6/2014	Agendas and TDEs	7/31/2015 annually
G1.MA1	Diagnostic data will be collected and reviewed to determine progress towards AMO goals	Dowers, Shundra	8/28/2014	LTM agendas and progress monitoring logs	8/28/2014 one-time
G1.B2.S1.MA1	Grade level content area teachers administer assessments that are aligned to the standards	Billman-Hornsby, Jennifer	9/19/2014	Progress monitoring data from Unit and Diagnostic Assessments	5/29/2015 monthly
G1.B2.S1.MA1	Content Area Administrator will attend LTMs and monitor Coaches schedules.	Dowers, Shundra	9/15/2014	LTM Sign-in sheet, Unpacking template, walk-throughs	5/29/2015 biweekly
G2.MA1	Reduction in the number of discipline referrals written	Lewis, Carla	9/25/2014	EDW discipline report	5/29/2015 monthly
G2.B1.S1.MA1	Teacher feedback	Lewis, Carla	12/31/2014	Teacher surveys	5/29/2015 semiannually
G2.B1.S1.MA1	Assistant Principals will document the distribution of T.E.A.M. bucks.	Dowers, Shundra	9/26/2014	Collection of T.E.A.M. buck distribution form	5/29/2015 monthly
G3.MA1	The level of parent participation in comparison to last year.	Bynum, Shawn	9/22/2014	VIP reports (volunteers in public schools), agendas and sign-in sheets	6/5/2015 monthly
G3.B1.S1.MA1	Parent liaison will conduct a parent survey	Bynum, Shawn	9/15/2014	Parent surveys	6/5/2015 quarterly
G3.B1.S1.MA1	Parent Liaison trainings will be aligned to SAC meetings, occurring after SAC.	Dowers, Shundra	9/23/2014	Agenda and sign-in sheet	6/5/2015 monthly

## 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.** Increase the level of instructional rigor and student engagement that is aligned to the Florida Standards through an instructional model.

**G1.B2** Teachers need more opportunities to develop a deeper understanding of new Florida Standards

**G1.B2.S1** Unpack standards and develop rigorous learning goals and performance scales.

### PD Opportunity 1

Coaches and LTF will provide teachers with opportunities to deconstruct standards to identify what students will know and be able to do when they have mastered the standard.

#### Facilitator

Learning Team Facilitator, Coaches

#### Participants

All content area teachers

#### Schedule

Monthly, from 9/15/2014 to 5/29/2015

### PD Opportunity 2

Instructional Coaches will provide support to teachers as needed through the coaching cycle.

#### Facilitator

Instructional Coaches

#### Participants

Instructional staff as needed

#### Schedule

Weekly, from 10/21/2014 to 5/29/2015

### **PD Opportunity 3**

Instructional Coaches and DILs will receive ongoing professional development through district facilitated department meetings.

#### **Facilitator**

District personnel

#### **Participants**

Instructional Coaches

#### **Schedule**

Monthly, from 8/12/2014 to 5/29/2015

### **PD Opportunity 4**

Instructional Coaches and teachers will attend content area conferences.

#### **Facilitator**

Professional presenters

#### **Participants**

content area teachers

#### **Schedule**

Annually, from 10/6/2014 to 7/31/2015

**G2.** Improve the implementation of the School-wide Positive Behavior Support (SwPBS) System with fidelity by streamlining discipline procedures.

**G2.B1** Teachers need more opportunities to learn the process of how and when to implement various interventions.

**G2.B1.S1** SwPBS and Leadership team will provide ongoing professional development and support in implementing behavior interventions.

**PD Opportunity 1**

SwPBS team will facilitate professional development on when and how to implement interventions

**Facilitator**

SwPBS Team

**Participants**

Staff

**Schedule**

On 9/26/2014

**PD Opportunity 2**

SwPBS team will facilitate professional development to streamline school-wide behavior expectations and teacher interventions.

**Facilitator**

SwPBS team

**Participants**

Staff

**Schedule**

Every 2 Months, from 9/8/2014 to 9/12/2014

### PD Opportunity 3

Instructional coaches will provide ongoing support through the coaching cycle.

#### Facilitator

Instructional Coaches

#### Participants

Teachers as needed

#### Schedule

Monthly, from 10/6/2014 to 5/29/2015

**G3.** Provide parents with opportunities to learn strategies and information related to academics to support students at home.

**G3.B1** Parents need more opportunities to learn strategies to support the academic process.

**G3.B1.S1** The parent liaison will provide opportunities for parents to learn educational strategies to support academics at home.

### PD Opportunity 1

The teachers and coaches will assist the parent liaison in identifying the focus of parent training.

#### Facilitator

School Personnel: Parent Liaison, Coaches

#### Participants

Parents

#### Schedule

Monthly, from 9/15/2014 to 5/29/2015

### PD Opportunity 2

The parent liaison, coaches and staff as needed will facilitate parent training.

#### Facilitator

#### Participants

#### Schedule

Monthly, from 9/23/2014 to 5/29/2015

## 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> Increase the level of instructional rigor and student engagement that is aligned to the Florida Standards through an instructional model.	533,680
<b>Goal 2:</b> Improve the implementation of the School-wide Positive Behavior Support (SwPBS) System with fidelity by streamlining discipline procedures.	6,000
<b>Goal 3:</b> Provide parents with opportunities to learn strategies and information related to academics to support students at home.	42,092
<b>Grand Total</b>	<b>581,772</b>

### Goal 1: Increase the level of instructional rigor and student engagement that is aligned to the Florida Standards through an instructional model.

Description	Source	Total
<b>B2.S1.A1</b> - Stipends and benefits	Title I Part A	7,539
<b>B2.S1.A1</b> - Stipends and benefits for collegial planning	Title I Part A	3,770
<b>B2.S1.A1</b> - PD Supplies - paper, ink, chart paper, markers, highlighters, pens, post-its, folders, notebooks	Title I Part A	3,000
<b>B2.S1.A1</b> - Salary and Benefits for Math and Science Coach	Title I Part A	146,116
<b>B2.S1.A1</b> - Salary and Benefits for Math and Science Coach	Title I Part A	146,116
<b>B2.S1.A1</b> - Salary and Benefits for Math and Science Coach	Title I Part A	158,655
<b>B2.S1.A1</b> - Conferences - Model Schools Conf, Differentiated Instruction, and FCTM	Title I Part A	8,000
<b>B2.S2.A1</b> - Salary and Benefits for tutorial	Title I Part A	21,000
<b>B2.S2.A1</b> - Tutorial supplies - notebooks, pencils, chart paper, markers, paper, highlighters, bins and System 44 Next Generation classroom supplies -"Boys Of Blur" (200 copies) , Scholastic subscription for news paper	Title I Part A	31,484
<b>B3.S1.A1</b> - PD supplies - Better Learning book, ink, paper for book study	Title I Part A	4,000
<b>B3.S1.A3</b> - PD supplies - Better Learning book, ink, paper for book study	Title I Part A	4,000
<b>Total Goal 1</b>		<b>533,680</b>

### Goal 2: Improve the implementation of the School-wide Positive Behavior Support (SwPBS) System with fidelity by streamlining discipline procedures.

Description	Source	Total
<b>B1.S1.A3</b> - Teacher incentives (Chart paper, copying paper, folders, pens, markers)	General Fund	1,000
<b>B1.S3.A1</b> - Classroom supplies - notebooks for AVID organization	Title I Part A	2,000

**Goal 2: Improve the implementation of the School-wide Positive Behavior Support (SwPBS) System with fidelity by streamlining discipline procedures.**

Description	Source	Total
<b>B2.S2.A1</b> - Student incentives (Pizza, Golden Coral, T-shirts,)	General Fund	3,000
<b>Total Goal 2</b>		<b>6,000</b>

**Goal 3: Provide parents with opportunities to learn strategies and information related to academics to support students at home.**

Description	Source	Total
<b>B1.S1.A1</b> - Parent Liaison: salary and benefits	Title I Part A	26,332
<b>B1.S1.A1</b> - Family involvement supplies - refreshments for parent training, paper (for news letters), ink, chart paper, markers, folders, highlighters and parent training materials and pamphlets.	Title I Part A	13,002
<b>B1.S1.A1</b> - Postage - For correspondence with parents	Title I Part A	1,000
<b>B1.S1.A1</b> - Salary and benefits for parent trainers	Title I Part A	758
<b>B1.S1.A1</b> - Travel-in-county for Parent Liaison	Title I Part A	1,000
<b>Total Goal 3</b>		<b>42,092</b>