

Palm Beach Central High School



2014-15 School Improvement Plan

Palm Beach Central High School

8499 FOREST HILL BLVD, Wellington, FL 33411

www.palmbeach.k12.fl.us/palmbeachcentralhs

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

43%

Alternative/ESE Center

No

Charter School

No

Minority

59%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff of Palm Beach Central High School is dedicated to providing a safe learning environment that promotes intellectual and career growth. Our goal is to offer a comprehensive and advanced scholastic program that prepares all students for college and/or career employment. The faculty and staff will maintain a fundamental commitment to excellence in all facets of the school's daily routine. As lifelong learners, students will use their education to become self-reliant citizens in a democratic society.

Provide the school's vision statement

Palm Beach Central High School envisions academics, behavior and climate as our-cultural community. 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

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 the following cultural and relationship building courses:

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

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

Our commitment to safety on our campus is through our Single School Culture Initiatives which requires students and staff to wear school issued identification cards. Students wear their school issued IDs on an appropriate grade level colored lanyard. Any student on campus without an appropriate ID with lanyard is subject to disciplinary action. Any visitors or volunteers to our campus are required to register via ViPS (Volunteer in Public Schools) program in which they are issued a pass for the day that must be worn at all times. To ensure the safety of both people and property, students are required to wear their IDs when inside any campus.

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

Palm Beach Central High School takes part in School-wide Positive behavior support (SWPBS). SWPBS is a collection of effective practices that create a positive learning and teaching environment to maximize academic and social success for all students. Palm Beach Central has posted in classrooms and entry points to builds the Matrix of Expectations. The Matrix of Expectations explains the expected behaviors for various parts of the campus, i.e.

instructional areas, non-instructional areas, and transportation areas. Our universal guidelines are “Bronco P.R.I.D.E.” which stands for Positive, Respectful, Dedicated, and Excellence. Students are recognized weekly with the “Shout out of the Week” for displaying Bronco Pride. Students are also afforded the opportunity to receive “Caught in the Act” cookie coupons for immediate reward for desired behaviors.

Students are consistently reminded of the behavior expectations through structured lessons in the classroom, “attention signal” in grade level assemblies, and P.R.I.D.E. banners displayed throughout campus. Palm Beach Central has a commitment to communicating our SwPBS initiatives with parents via our school website and Edline. We have had grade level assembly’s in the beginning of the school year where we reviewed our the SwPB. School-wide expectations are modeled by students, faculty, support staff and administration.

The School-wide Positive Behavior Support Team (SwPBS) will meet monthly to continue to increase awareness of the clear, positive school wide expectations that are universally recognized around campus and produce positive behavior outcomes that are supported by reduced incidences of referrals that lead to suspension.

We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation and consistency of SwPBS programs.

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

Our school has an open door policy during the students lunch each day in guidance. This includes, but is not limited to, issues that may relate to not only their academics, but often, their social interactions.

We also have a D.A.T.A counselor available everyday if the student need more comprehensive counseling.

Students are also referred to school based team by teachers, or other staff members. This gives our guidance counselors, assistant principals, police officers, and nurses chance to give input and suggestions.

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

- 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 Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	9	10	11	12	
Attendance below 90 percent	85	85	75	75	320
One or more suspensions	15	13	5	3	36
Course failure in ELA or Math	7	9	7	5	28
Level 1 on statewide assessment	5	7	5	3	20

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	10	8	6	4	28

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

- Our Math department strategies:
 Student have two period block class to provide remediation during their school day
 Lunchtime math lab is for homework help, also assessment preparation
 Tuesdays are devoted to a specific math lesson
 Math Honor Society students assist math teachers
 After school tutoring is primarily for homework help
 Super Saturdays are devoted to EOC/FSA standards
- Our Reading department strategies:
 Saturday Reading Boot Camps taught by ELA/reading certified teachers
 Saturday Boot Camps to focus on reading strategies and test taking skills
 Reading Plus used in Intensive Reading classes
 Reading Plus Lab open two days a week after school
 Notification on school website and letters sent home to parents/guardians
 Data chats and goal setting discussions with identified students
 Planned Discussions, Goal Setting for identified student by school counselor
 Notification procedures for parents by counselor and/or Assistant Principal

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The School Advisory Council meets 8 times per year with the SAC chair preparing the agenda with input from administration and district concerns to keep the council aware of the academic environment at Palm Beach Central High School. All meetings are open to everyone, whether a voting member or not.

Accelerated Curriculum Program has twice yearly meetings to update the parents with information on Advanced Placement and Advanced International Certificate in Education (AICE) courses and diploma options within the school.

The Career Academies have quarterly advisory meetings to provide academy information - Culinary, Engineering and Web and Digital Design.

During the course of the school year, there are numerous parent evenings with specific purpose to assist parents in graduation requirements, financial planning for their students for college, assessments, and course offerings as well as sporting events and performing arts.

We have a very involved parent community. We have a school wide Open House in the fall. In the Spring, we have an open house for our academies and our incoming 9th graders. Our parental involvement target is to maintain the level of family and community influence levels where they are and to continue to inform parents of opportunities to be involved.

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

We have strong business partnerships with the stakeholders and community members; our partnerships with these stakeholders have been sustained over the long term. In addition to business partners, we have community based volunteers that support initiatives like project graduation, athletic boosters, and after school tutoring.

The business partners provide incentives for our students; an example would be Chick-Fil-A. This business, as well as other local businesses provide free food/coupons for distributions to students who meet or exceed academic goals.

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
Edgecomb, Darren	Principal
Butler, Samantha	Assistant Principal
Dorta, Lisa	Assistant Principal
Fogarty, Jerry	Assistant Principal
Garcia, Nereyda	Assistant Principal
Greenberg, Larry	Assistant Principal
Snider, Daniel	Assistant Principal

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, shaping a vision of academic success for all students, creates a climate hospitable to education, cultivating leadership in others, manages people, reviews data, action plans and improving School Leadership.

Assistant Principals: Primary responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal(s), under the direction of the Principal, implements and enforces school board policies, administrative rules and regulations. In the absence of the Principal, the Assistant Principal(s) shall assume the duties and responsibilities of the Principal. The Assistant Principal(s) will work cooperatively with the District, and support district-wide goals and initiatives, and be held directly accountable to the Principal.

Assistant Principal Curriculum: Directs teachers and other instructional staff in coordinating and improving the high school instructional program to the benefit of every student. Works with department heads to create the master schedule and assist guidance in the leveling of classes.

Guidance Counselors : Provides information about student needs and prior history, aids in

development of intervention plans and master schedule.

Instructional Coach Reading and Math: Develops, leads, and evaluates school content standards and programs; identifies and analyzes curriculum assessment. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

Our Administrators and Guidance Counselors use attendance data on a daily basis to assist with students graduation. The reading and math coaches, along with the administrators use diagnostic data to assist teachers assist students with weaknesses.

We review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or who are at risk for not meeting benchmarks and need additional academic and/or behavioral support. Based on the above information, the team will identify professional development and resources.

During our LTM's, we have assisted teachers in collaboration, problem solving, sharing effective practices by implementing PLC's. This shared decision making during PLC's, has identify appropriate professional development and helped teachers with more resources available.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Josie May	Teacher
Darren Edgecomb	Principal
Natalie Marcelo	Student
Terri Priore	Parent
Alan Adler	Business/Community
Hellen Cook	Parent
Francisco Medrano	Teacher
Ailyn Barrios	Teacher
Sandra Milligan	Teacher
Allison Douglas	Education Support Employee
Natalie Cwick	Parent
Keisha Burnside	Parent
Katherine Rijab Omar	Parent

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

- 1.The SAC's involvement in the school improvement plan showed a direct correlation between tutoring and student achievement as ascertained by the improvement in EOC math scores.
- 2.Development of the current school improvement plan includes a "One Book, One School" school wide reading initiative designed to promote literacy and academic success for all students. In addition to the literacy initiative combined with the SwPBS culture, we are also promoting community service based learning.
- 3.The school's annual budget is prepared by the school district and is presented to SAC for approval. SAC funds are obtained based on student enrollment and are spent on tutoring and other instructional practices to increase student achievement.

Development of this school improvement plan

SAC receives FCAT Re-take/FSA and diagnostic data from the school's administration as well as benchmark specific information as to where student weaknesses are defined. Based on this data, funds are allocated to support tutorial programs for both FCAT Re-take/FSA and EOC remediation in Reading, Writing, Mathematics, Science and Social Studies. SAC members meet to review FCAT Retake/FSA- and diagnostic data prior to the general meetings to formulate specific benchmarks/strategies for review during remediation sessions. SAC members approve funding on student incentive programs. SAC members propose and implement the parent involvement component of the SIP - this can range from guest speakers to training sessions on college financial applications.

Preparation of the school's annual budget and plan

The school budget is presented to SAC for review.

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

\$2000 allocated to after school tutoring program. This program targeted preparation for the US History, and Biology EOC Exam. After school tutoring was offered to the students twice a week from January to April. The allocation also included funds for incentives for students to attend the program.

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
Edgecomb, Darren	Principal
Gilmore, Teresa	Teacher, K-12
May, Josie	Teacher, K-12
Barrios, Ailyn	Teacher, K-12
Carson, Michelle	Teacher, K-12
Shaine, Lisa	Teacher, K-12
Shelly, Barbara	Teacher, K-12
Butler, Samantha	Assistant Principal
Garcia, Nereyda	Assistant Principal
Snider, Daniel	Assistant Principal
Fogarty, Jerry	Assistant Principal
Greenberg, Larry	Assistant Principal
Dorta, Lisa	Assistant Principal
milligan, sandra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT are teaching reading through the content areas and increasing rigor within the classroom. Our goal is to improve student achievement. The Literacy Leadership Team promotes literacy through a variety of activities. We bring in a published author each year to speak about their own reading and writing strategies. We also sponsor the Arts and Literacy Barnes and Noble Book Fair. This brings in funds for our Media Center. In addition, we plan and promote activities to celebrate the statewide literacy week in January. This includes guest readers from our staff and community partnerships that visit classrooms and promote literacy. This will also mark the third year to continue our "Caught Reading" campaign that displays pictures of teachers and staff caught reading in the Media Center. This team meets monthly to discuss innovative ways to promote literacy based on the needs of our school.

We will join forces with the One Book Single School Culture summer reading committee to promote reading, discussions, and community service based on John Grisham's A Painted House. We will also present diagnostic data to the faculty detailing areas our students need to improve with their literacy skills and ways they can teach literacy through their content areas.

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

As a school, we are focusing on professional learning communities (PLCs), school-wide. Therefore, teachers are being shown the steps and being provided with the appropriate resources from the Professional Development Team in order to effectively participate in the professional learning communities in which they participate. The PDD Team has already provided teachers with information and a "team building" activity during our 9/18 LTM which provided teachers with time to develop their PLC's norms for collaborative planning and instruction.

Another way Palm Beach Central encourages collaborative planning, is in the Math department. The

administrator over curriculum and in charge of the master schedule, has given common planning to our Algebra and Geometry teachers

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

New teachers meet on a monthly basis with their mentors and their administrator (Ms. Dorta) to complete the various components of the Educator Support Program (ESP). Partnering new teachers with veteran staff for both mentor and buddy positions is key in retaining highly qualified teachers. The administrations' open door policy and ability to offer workshops to new teachers providing numerous opportunities for professional growth is another key component in Palm Beach Central's High School's ability to retain new teachers.

Administration collaborates with recruitment and the retention department to get information on instructional, non-instructional, administrative, and substitute teachers. Administration also attends job fairs to look for new teachers when openings are available.

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

The goal of the ESP (Educator Support Program) program is to improve the first year teacher's experience so that they have a positive impact on student achievement. Palm Beach Central High School's program follows the design and guidelines for support outlined by the School District of Palm Beach County. Beginning teachers demonstrate all the required teaching competencies necessary to promote and ensure student learning. During the first year, ESP teachers are paired with a certified mentor from the same department and/or course, a buddy teacher and a school administrator. This team observes the new teacher to verify teaching competencies based on the Florida Educator Accomplished Practices and provides support in areas of need.

ESP activities commence on the first day of school and continue throughout the school year.

During their first year, ESP teachers are expected to:

1. Complete "Meet and Greet Activities" which is an activity where they are required to meet all the key people at the school site
2. Complete all the FEAP (Florida Educator Accomplished Practices) assignments which are designed to ensure that the new teachers have mastered the criteria and Marzano evaluation effective instructional practices as defined by Domains 1 - 4 of the Teaching Framework.
3. Go through the Marzano Evaluation Process which includes: 3 or more classroom walkthroughs, two informal walkthroughs and 2 formal observations which are conducted by various building administrators in accordance with the district's schedule.

At the end of the new teacher's first year, a Competency Verification Report is signed by the school principal certifying that the new educator has demonstrated all the teaching competencies of the Florida Educator Accomplished Program.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, math 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; student data is analyzed and compared to expectations of district and state.
- Administering assessments which measure instructed standards
- Conducting data chats with students
- Creating units of classes based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL

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: Weekend Program

Minutes added to school year: 2,340

Our Saturday boot camps in reading, and mathematics, occur from 9am-12pm on specified Saturdays. This is sponsored by the Keeley Spinelli Grant.

Strategy Rationale

The coaches and teachers have targeted the students that need to attend Saturday boot camps and have contacted parents and students via Edline, school website, and letters home.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Walker, Tracy, tracy.walker@palmbeachschool.org

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

Attendance is taken and pre/post test data will be looked at to see if there is a correlation between tutoring attendance and student learning gains in new FSA benchmarks or EOC pass rate.

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

In regards to our new "Broncos", those students transitioning from middle school, we have an orientation in the spring where we visit their middle school. We also have another evening called

"Freshman invasion" where our "baby broncos" and their parents come to school, get their schedules, purchase a locker, and are given a tour of the school. They are also given an introduction to the clubs they may join while a student at Palm Beach Central. The counselors are also available to answer any questions regarding their schedules.

As far as our seniors, each counselor meets one on one with their students in the spring of their junior year, as well as September of their senior year to ensure that they have the graduation requirements that are needed.

We also have many colleges visit our campus so the students can get a first hand account of what to expect at a particular University or College. Finally, we hold a financial aid night to help the parents of our seniors and our juniors navigate the world of scholarships, grants, and any questions they may have regarding paying for college.

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 at Palm Beach Central High School to foster a college / career-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college and career readiness .

- PBCHS has created a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary)
- PBCHS has promoted the increase of student participation and performance in Advanced Placement (AP) and Advanced International Certificate of Education (AICE) coursework.
- PBCHS has given the SAT school day test administration, which allows the opportunity for students to take the SAT on campus during a school day to remove barriers to Saturday testing and financial issues for students.
- PBCHS Guidance Services works with students and parents in graduation, career, and college readiness goals through large group and individual counseling.
- PBCHS Guidance Services has begun using many forms of social media (Twitter / Facebook / Remind 101 / Edmodo) to relay valuable career and college ready information to all stake holders.
- PBCHS holds several college visits every year on campus from schools such as UF, FAU, FGCU, and UCF, to name a few. These college visits allow students to hear about what opportunity each college / university offers for prospective students.
- PBCHS works with Take Stock in Children to get financially needy and under-represented populations in post-secondary institutions an opportunity to earn a college scholarship while in high school.

PBCHS also offers students elective courses in art, business, technology, and career study. Many of these

courses focus on job skills and offer student internships, especially to those students enrolled in our three Academies: Culinary, Engineering, and Information Technology. Many internships and job shadowing opportunities are available through the Choice Department and the active business partners at Palm Beach Central High School.

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

Palm Beach Central High School offers three career academy programs and IT and drafting electives that provide students with the opportunity to earn one or more industry certification in high school for their post secondary careers. Many industry certifications and career academy classes do earn college credit through many of the statewide articulation agreements.

Through the Culinary Arts program ServSafe, Certified Food Protection Manager, Industry

Certifications are offered. Through the Informational Technology Program many industry certifications are offered each year including; Microsoft Bundle, Adobe Photoshop, Flash, Dreamweaver, and Premier. In the Engineering and Drafting programs, students earn the AutoCAD, Drafting, Architecture, and Inventor certifications. Through Engineering, Project Lead The Way, If the student passes three of the EOC's they will earn an Industry Certification.

Due to the G.P.A. requirements through the academy programs, the graduation rate for students in the academies is greater than the average student. Palm Beach Central High School also offers students elective courses in business technology. These courses focus on job skills, offer student internships and industry certifications.

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

Most students in the career and technical courses are required to maintain a rigorous academic standard. Students are encouraged to take AICE, AP, and Dual Enrollment courses to further their academic career. Through the guidance department and the choice coordinator, information and requirements to become eligible for Bright Futures Scholarships and college admissions.

- Dual Enrollment
- Early College Admission
- Career Academies - Culinary, Engineering, Information Technology
- High School Showcase of Schools
- Career and Technical Education Classes
- Advanced International Certificate in Education (AICE) Diploma
- Advanced Placement Opportunities
- College Expo
- College Representatives
- Visits Financial Aid Night
- Senior Parent Night

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

Strategies for meeting student readiness:

- Tutoring
- Dual Enrollment
- Early College Admission
- Career Academies - Culinary, Engineering, Information Technology
- Career and Technical Education Classes
- Advanced International Certificate in Education (AICE) Diploma
- Advanced Placement Opportunities
- College Expo
- College Representatives Visits
- Financial Aid Night
- Senior Parent Night
- Reading and Math for college readiness
- PERT Classes

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.** Reading AMO targets will be met through implementing effective literacy strategies through all disciplines with a focus on comprehension and critical thinking skills. Targeted groups are to include the lowest 25%, ELL students and students with disabilities.

- G2.** Algebra I AMO targets will be met through implementing effective mathematical strategies through all disciplines with a focus on comprehension and critical thinking skills. The targeted groups will include, but are not limited to, the lowest 25%, ELL students and students with disabilities.

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. Reading AMO targets will be met through implementing effective literacy strategies through all disciplines with a focus on comprehension and critical thinking skills. Targeted groups are to include the lowest 25%, ELL students and students with disabilities. 1a

G040070

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Professional Development will take place on how to implement, follow up and assess the success of literacy strategies to increasing student reading levels. Professional planning by departments will be established on LTM and PD days, and data will be accessed, by teachers, through EDW, to assist in identifying student weaknesses. Pullout sessions with the reading coach will be coordinated with the elective teachers and push in information/lessons (based on weak benchmarks identified) will be given to the elective teachers by the reading coach.

Targeted Barriers to Achieving the Goal 3

- Teacher reluctance to change due to time restraints and outside pressures.
- Insufficient time for professional development in a school day.

Plan to Monitor Progress Toward G1. 8

Teachers will be observed implementing more effective literacy standards through all disciplines.

Person Responsible

Darren Edgecomb

Schedule

Monthly, from 9/4/2014 to 4/30/2015

Evidence of Completion

Teacher evaluations. Increased student gains in diagnostic assessments throughout the year on targeted benchmarks.

G2. Algebra I AMO targets will be met through implementing effective mathematical strategies through all disciplines with a focus on comprehension and critical thinking skills. The targeted groups will include, but are not limited to, the lowest 25%, ELL students and students with disabilities. 1a

G040071

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	61.0

Resources Available to Support the Goal 2

- Professional Development will take place on how to implement, follow up and assess the success of mathematical strategies to increasing student math levels. Professional planning by departments will be established on LTM and PD days, and data will be assessed, by teachers, through EDW, to assist in identifying student weakness. Math lab pullouts and tutoring sessions with the math coach will be coordinated with the elective teachers and push in information/ lessons (based on need) will be given to the elective teachers by the math coach.

Targeted Barriers to Achieving the Goal 3

- Teachers reluctance to change due to time restraints and outside pressures.
- Insufficient time for professional development in a school day.

Plan to Monitor Progress Toward G2. 8

All diagnostic data assessments will be used to help monitor reading and math goals to increase student achievement.

Person Responsible

Darren Edgecomb

Schedule

On 3/20/2015

Evidence of Completion

EDW reports will be used to monitor the goal and improve strategies.

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. Reading AMO targets will be met through implementing effective literacy strategies through all disciplines with a focus on comprehension and critical thinking skills. Targeted groups are to include the lowest 25%, ELL students and students with disabilities. **1**

 G040070

G1.B1 Teacher reluctance to change due to time restraints and outside pressures. **2**

 B096809

G1.B1.S1 The Professional Development Team will provide support for teachers within each discipline through professional development and planning time allocated during each LTM. Professional Development will be based on learning opportunities relevant to student engagement strategies and lesson planing to the corresponding Domains 1 - 4 of the Teacher Evaluation Model and the Florida Standards. Teachers will participate in PLC's designed to improve best practices to increase student achievement. **4**

 S108025

Strategy Rationale

Action Step 1 **5**

Teachers will be provided opportunities to participate in professional learning communities (PLC) during LTMs.

Person Responsible

Josie May

Schedule

Monthly, from 8/28/2014 to 4/30/2015

Evidence of Completion

LTM agendas, Teacher Lesson Plans, PLC follow-up log

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

Department chairs will share information from their department DIL and IC meetings. After each Department Meeting, agendas, minutes and sign in sheets will be due to Principal's Secretary. PLC's will turn in a meeting log to administration.

Person Responsible

Darren Edgecomb

Schedule

Monthly, from 8/20/2014 to 5/13/2015

Evidence of Completion

Meeting agendas and minutes.

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

Teachers will be observed implementing more effective literacy standards through all disciplines.

Person Responsible

Darren Edgecomb

Schedule

Monthly, from 9/4/2014 to 4/30/2015

Evidence of Completion

Teachers iObservation reports as well as student evidences. Increased student gains in diagnostic assessments throughout the year on targeted benchmarks.

G1.B2 Insufficient time for professional development in a school day. 2

B096810

G1.B2.S1 Time will be provided during each LTM for PLC. 4

S108026

Strategy Rationale

Action Step 1 5

Provide time during LTM for PLC.

Person Responsible

Darren Edgecomb

Schedule

On 3/26/2015

Evidence of Completion

LTM agendas

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

Submission of Artifacts from LTM, PLC Meetings

Person Responsible

Josie May

Schedule

On 3/26/2015

Evidence of Completion

LTM agendas

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

Teacher Documentation of Collaboration During PLCs (Domain 4)

Person Responsible

Darren Edgecomb

Schedule

On 3/26/2015

Evidence of Completion

Agendas. Increased student gains in diagnostic assessments throughout the year on targeted benchmarks.

G1.B2.S2 Master schedule will be adjusted to provide teachers of same classes a common period to plan together. 4

 S108027

Strategy Rationale

Action Step 1 5

Modify Master Schedule for FY16 to include common planning for math courses.

Person Responsible

Daniel Snider

Schedule

On 3/26/2015

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Master Schedule FY16

Person Responsible

Daniel Snider

Schedule

On 7/10/2015

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Master Schedule Common Planning

Person Responsible

Daniel Snider

Schedule

On 7/10/2015

Evidence of Completion

Master Schedule

G2. Algebra I AMO targets will be met through implementing effective mathematical strategies through all disciplines with a focus on comprehension and critical thinking skills. The targeted groups will include, but are not limited to, the lowest 25%, ELL students and students with disabilities. 1

 G040071

G2.B1 Teachers reluctance to change due to time restraints and outside pressures. 2

 B096813

G2.B1.S1 The Professional Development Team will provide support for teachers within each discipline through Professional Development and planning time allocated during each LTM. Professional Development will be based on learning opportunities relevant to student engagement strategies and lesson planning to the corresponding Domains 1-4 of the Teacher Evaluation Model and the Florida Standards. Teachers will participate in PLC's designed to improve best practices to increase student achievement. 4

 S108028

Strategy Rationale

Action Step 1 5

Best practices will be reviewed in PLC's

Person Responsible

Josie May

Schedule

Monthly, from 8/28/2014 to 4/30/2015

Evidence of Completion

Agenda and record of best practices from individual meetings

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

Math Coach will support and monitor lunch lab with fidelity by addressing weaknesses in specific benchmarks

Person Responsible

Tracy Walker

Schedule

On 4/30/2015

Evidence of Completion

Looking at all diagnostic assessments and checking for student growth

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

Observation(s)

Person Responsible

Darren Edgecomb

Schedule

On 6/1/2015

Evidence of Completion

iObservation

G2.B2 Insufficient time for professional development in a school day. 2

B111874

G2.B2.S1 Time will be provided during each LTM for PLC. 4

S123295

Strategy Rationale

Action Step 1 5

Time will be provided during each LTM during PLC strategies.

Person Responsible

Darren Edgecomb

Schedule

On 4/30/2015

Evidence of Completion

Agenda

Action Step 2 5

Master schedule will be adjusted to provide teachers of same classes a common period to plan together.

Person Responsible

Daniel Snider

Schedule

On 7/9/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teacher documentation of collaboration during PLC's will be monitored.

Person Responsible

Darren Edgecomb

Schedule

On 4/30/2015

Evidence of Completion

Agendas and assessments.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

PD contact will provide additional time during PLC's.

Person Responsible

Josie May

Schedule

On 4/30/2015

Evidence of Completion

Agenda

G2.B2.S2 Master Schedule will be adjusted to provide teachers of same classes a common planning period to plan together. 4

 S123370

Strategy Rationale

Action Step 1 5

Modify Master Schedule for FY 16 to include common planning for math.

Person Responsible

Daniel Snider

Schedule

On 4/30/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The math coach will monitor and support all strategies with fidelity.

Person Responsible

Tracy Walker

Schedule

On 4/30/2015

Evidence of Completion

The math coach, will monitor with fidelity, by giving diagnostic tests to meet benchmarks and monitor growth.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Math Lab Tutorial Session/Push in modeling

Person Responsible

Tracy Walker

Schedule

On 4/30/2015

Evidence of Completion

Math lab sign in sheets

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.B1.S1.A1	Teachers will be provided opportunities to participate in professional learning communities (PLC) during LTMs.	May, Josie	8/28/2014	LTM agendas, Teacher Lesson Plans, PLC follow-up log	4/30/2015 monthly
G1.B2.S1.A1	Provide time during LTM for PLC.	Edgecomb, Darren	8/28/2014	LTM agendas	3/26/2015 one-time
G1.B2.S2.A1	Modify Master Schedule for FY16 to include common planning for math courses.	Snider, Daniel	8/28/2014	Master Schedule	3/26/2015 one-time
G2.B2.S1.A1	Time will be provided during each LTM during PLC strategies.	Edgecomb, Darren	8/28/2014	Agenda	4/30/2015 one-time
G2.B2.S2.A1	Modify Master Schedule for FY 16 to include common planning for math.	Snider, Daniel	8/28/2014		4/30/2015 one-time
G2.B1.S1.A1	Best practices will be reviewed in PLC's	May, Josie	8/28/2014	Agenda and record of best practices from individual meetings	4/30/2015 monthly
G2.B2.S1.A2	Master schedule will be adjusted to provide teachers of same classes a common period to plan together.	Snider, Daniel	7/10/2014		7/9/2015 one-time
G1.MA1	Teachers will be observed implementing more effective literacy standards through all disciplines.	Edgecomb, Darren	9/4/2014	Teacher evaluations. Increased student gains in diagnostic assessments throughout the year on targeted benchmarks.	4/30/2015 monthly
G1.B1.S1.MA1	Teachers will be observed implementing more effective literacy standards through all disciplines.	Edgecomb, Darren	9/4/2014	Teachers iObservation reports as well as student evidences. Increased student gains in diagnostic assessments throughout the year on targeted benchmarks.	4/30/2015 monthly
G1.B1.S1.MA1	Department chairs will share information from their department DIL and IC meetings. After each Department Meeting, agendas, minutes and sign in sheets will be due to Principal's Secretary. PLC's will turn in a meeting log to administration.	Edgecomb, Darren	8/20/2014	Meeting agendas and minutes.	5/13/2015 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.MA1	Teacher Documentation of Collaboration During PLCs (Domain 4)	Edgecomb, Darren	8/28/2014	Agendas. Increased student gains in diagnostic assessments throughout the year on targeted benchmarks.	3/26/2015 one-time
G1.B2.S1.MA1	Submission of Artifacts from LTM, PLC Meetings	May, Josie	8/28/2014	LTM agendas	3/26/2015 one-time
G1.B2.S2.MA1	Master Schedule Common Planning	Snider, Daniel	7/10/2014	Master Schedule	7/10/2015 one-time
G1.B2.S2.MA1	Master Schedule FY16	Snider, Daniel	7/10/2014	Master Schedule	7/10/2015 one-time
G2.MA1	All diagnostic data assessments will be used to help monitor reading and math goals to increase student achievement.	Edgecomb, Darren	10/23/2014	EDW reports will be used to monitor the goal and improve strategies.	3/20/2015 one-time
G2.B1.S1.MA1	Observation(s)	Edgecomb, Darren	9/1/2014	iObservation	6/1/2015 one-time
G2.B1.S1.MA1	Math Coach will support and monitor lunch lab with fidelity by addressing weaknesses in specific benchmarks	Walker, Tracy	9/1/2014	Looking at all diagnostic assessments and checking for student growth	4/30/2015 one-time
G2.B2.S1.MA1	PD contact will provide additional time during PLC's.	May, Josie	8/28/2014	Agenda	4/30/2015 one-time
G2.B2.S1.MA1	Teacher documentation of collaboration during PLC's will be monitored.	Edgecomb, Darren	8/28/2014	Agendas and assessments.	4/30/2015 one-time
G2.B2.S2.MA1	Math Lab Tutorial Session/Push in modeling	Walker, Tracy	8/28/2014	Math lab sign in sheets	4/30/2015 one-time
G2.B2.S2.MA1	The math coach will monitor and support all strategies with fidelity.	Walker, Tracy	8/28/2014	The math coach, will monitor with fidelity, by giving diagnostic tests to meet benchmarks and monitor growth.	4/30/2015 one-time

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. Reading AMO targets will be met through implementing effective literacy strategies through all disciplines with a focus on comprehension and critical thinking skills. Targeted groups are to include the lowest 25%, ELL students and students with disabilities.

G1.B1 Teacher reluctance to change due to time restraints and outside pressures.

G1.B1.S1 The Professional Development Team will provide support for teachers within each discipline through professional development and planning time allocated during each LTM. Professional Development will be based on learning opportunities relevant to student engagement strategies and lesson planning to the corresponding Domains 1 - 4 of the Teacher Evaluation Model and the Florida Standards. Teachers will participate in PLC's designed to improve best practices to increase student achievement.

PD Opportunity 1

Teachers will be provided opportunities to participate in professional learning communities (PLC) during LTMs.

Facilitator

School based Professional Development Team

Participants

PD Team/Teachers

Schedule

Monthly, from 8/28/2014 to 4/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Reading AMO targets will be met through implementing effective literacy strategies through all disciplines with a focus on comprehension and critical thinking skills. Targeted groups are to include the lowest 25%, ELL students and students with disabilities.	7,810
Grand Total	7,810

Goal 1: Reading AMO targets will be met through implementing effective literacy strategies through all disciplines with a focus on comprehension and critical thinking skills. Targeted groups are to include the lowest 25%, ELL students and students with disabilities.

Description	Source	Total
B2.S1.A1	School Improvement Funds	3,905
B2.S2.A1		3,905
Total Goal 1		7,810