

Royal Palm Beach High School

10600 OKEECHOBEE BLVD, Royal Palm Beach, FL 33411

<http://www.rpbhs.org/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

67%

Alternative/ESE Center

No

Charter School

No

Minority

78%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	C	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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

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

"Living the Wildcat Best Is the Key to Our Success"

Provide the school's vision statement

Royal Palm Beach Community High School is dedicated to meeting the holistic needs of students. This will be achieved by ensuring:
a safe, respectful school environment
rigorous academics with personalized learning
a variety of extracurricular activities
All this will be accomplished while building parent and community involvement, and maintaining open communication among all stakeholders.
Students will graduate with pride and confidence, prepared to succeed in their post-secondary endeavors and to become productive citizens.

School Environment

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

There were several opportunities for the staff to participate in "Culturally Relevant" inservice trainings during FY15 preschool. Breakout sessions were held for staff to get lesson plan ideas, activities for students, as well as handouts to use in the classroom.

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

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

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

- *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
- Create or enhance 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)
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors

*Yearly review and feedback of our schoolwide compact

- 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
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels

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 twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (SwPBS, 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
- School-wide recognition system is in place
- 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 (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.
- 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.")

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

- Operational school based team that meets weekly to discuss students with barriers to academic and social success
- Mentors assigned to students identified with SEL concerns
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, 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. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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 data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT

- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), 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
	9	10	11	12	
Attendance below 90 percent	35	40	24	30	129
One or more suspensions	86	87	41	42	256
Course failure in ELA or Math	226	168	144	74	612
Level 1 on statewide assessment	147	150	97	68	462
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

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	161	133	68	48	410

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Planned Discussions, Goal Setting for identified student;
- * Reading Plus
- Notification procedures for parents, agency and community outreach
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education, new tardy/absence intervention program

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 available at the school site.

Description

Increase the number of parental involvement activities including parent trainings, informational sessions (ex: Parent/Principal Summit which allows opportunity for parent/principal question and answer.) and opportunities for input regarding the School Improvement Plan, Parent Involvement Plan and SwPBS. (Title 1)

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home

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

- * Solicit nearby businesses for donations, volunteers, classroom supplies, and monetary donations
- * nearby restaurants participate in special event nights donating portions of sales back to the school
- *nearby businesses donate coupons and certificates for student achievement
- *monthly parent universities

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
Armas, Jesus	Principal
Amado, Crystal	Assistant Principal
Jones, Lisa	Assistant Principal
Murphy, Jennifer	Assistant Principal
Arnone, Justin	Teacher, K-12
Houck, Renee	Instructional Coach
Mowry, Elissa	Teacher, K-12
Robinson, Shakeica	Other
Orlovsky, Sheila	Instructional Coach
Alba, Kristen	Other
Higley, Sabrina	Other
Lanier, Nikki	Guidance Counselor
Hagans, Cornelius	Assistant Principal
VonWerne, Gwen	Instructional Coach
Williams, Gerald	Administrative Support
Cotton, Laurie	Other
Deveroux, Alexandra	Assistant Principal

Duties

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

Members of the School Leadership Team will meet bi-weekly to review data. In addition, they will meet with the School Advisory Council to review and revise SIP as needed. Utilizing previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficit areas.

Topics for discussion include, but are not limited to the following:

- *FCAT scores and the lowest 25% (11th and 12th grade) (Murphy)
- *FSA/AIR for SY15 (Grades 9-11) (Murphy)
- *EOC scores (Orlovsky, Murphy)
- *Advance Placement scores (Murphy)
- *AICE scores (Murphy)
- *Masterboard (Murphy)
- *Subgroups (Higley and Alba)
- *Strengths and weaknesses of Intensive Programs (Houck, VonWerne)
- *Mentoring, tutoring, and other services (Murphy)

The Leadership Team disseminates information to grade chairs and Learning Team Facilitator that share out with teachers. Teachers input is considered in instructional decisions.

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

RPBHS' Instructional Leadership Team (Rtl Team) meets biweekly. The team's first priority is to discuss academic and behavior progress. The area of need is identified and an action plan is designed to target each area to try to meet the student's needs. Each plan includes who will be servicing the students. The team will identify students who are not meeting academic targets once Tier 1 Core Instruction is implemented and Tier 2 supplemental progress isn't made. Tier 3 students will be referred to School Based Team (SBT). Intervention plans will identify the student's area of deficiencies and will put a research based plan in place. Instructional leaders are responsible for facilitating the teachers with the implementation of curriculum while meeting the academic needs of the school as measured by various assessments (FCAT, SRI, FCAT Diagnostics, weekly assessments, and bell ringers). Instructional leaders and support from Area 5 Capacity Team are also responsible for the continuous support of teachers and administration in the process of analyzing student data and identifying student's deficiencies, tendencies, and levels of mastery per strand and benchmark. Goals and objectives, especially with regard to SWPB, will support reducing suspensions, reducing referrals, therefore, reducing students dropping out of school and raising achievement levels. Administration provide staff with opportunities for staff development as needed and oversee and support all programs.

In addition to Title 1 school requirements, Royal Palm Beach High School 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. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs. RPBHS integrates Single School Culture and the appreciation for multicultural diversity.(S.B. Policy 2.09(8)(b)).

Royal Palm Beach Community High School takes part in School-wide Positive behavior support (SWPBS). SWPBS is a collection of effective practices for creating a positive learning and teaching environment to maximize academic and social success for all students.

Title I funds are used to provide instructional materials for teachers and tutorials including two reading resource teachers, postage and supplies for family involvement, and professional development for staff.

District Title I and II funds provide support through the area teams and curriculum departments. AVID is also provide by District Title I funds.

HEART provides support for homeless students through District resources.

Additional services include: FL KidCare, Migrant support, DATA counselor provides support for students and families with counseling services related to drug and alcohol, CINS-FINS, and Royal Palm Beach Village Council Education Advisory Board.

The mission of the school is:

Living the Wildcat Best is the key to our success!

Be Responsible, Be Respectful, and Be Safe!

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Devika Peters	Parent
Penny Rogers	Parent
Daisy Mejia	Parent
Deborah Brown	Parent
Jennifer Sorkin	Parent
Robert Kreitzman	Parent
Jesus Armas	Principal
Xernona Reid	Education Support Employee
Lee Mowry	Business/Community
Odalys Vieda	Student
Renee Houck	Teacher
Shakeica Robinson	Teacher
Marcel Bowens	Teacher
Elissa Mowry	Teacher
Eileen Kreitzman	Parent
David Sommer	Teacher
Odalys Vieda	Student
Cynthia Valverde	Parent
Andrew Carpenter	Parent
Lisa Fearon	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

Reviewed last year's school improvement plan and approved it after opportunities for input.

Development of this school improvement plan

Reviewed last years plan, Parent surveys, Title 1 Budget, Parent-School compact, and Title 1 Budget to integrate changes for SY14.

Preparation of the school's annual budget and plan

Principal's report

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

As of June 2014, the balance from SY14 is \$15,165. No funds were spent last year due to no funding for SAC. We were given money at the end of the school year and will be used during FY15 for projected use of classroom materials/technology to enhance student achievement.

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
Houck, Renee	Instructional Coach
Higley, Sabrina	Other
Murphy, Jennifer	Assistant Principal
Amado, Crystal	Assistant Principal
Armas, Jesus	Principal
Alba, Kristen	Other
VonWerne, Gwen	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT plays an integral role in fostering a literacy-rich environment at the school. The team engages in professional conversations; promotes collegiality, collaboration, and a culture of literacy. Houghton Mifflin is implemented through English classes. Reading teachers are using Reading Plus. Close reading and AVID strategies are being implemented across all curriculums. Informational text is emphasized to use in all disciplines. LTF and Reading Coach are valuable resources for materials and implementation. Training is available to teachers.

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

One venue for encouraging positive working relationships with teachers is 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 and how students might be assessed. 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

The principal/designee is responsible for the following:

- * Regular meetings of new teachers with Administration
- * Partnering new teacher with veteran staff who is a highly quality and/or highly qualified teacher
- * Classroom observations/walkthroughs to support any area of need on site or at trainings off campus
- * Provide teachers with regular networking opportunities
- * Provide teachers with opportunities for staff development in subject area

* Recruit and retain high quality and highly qualified teachers using staff development during school and LTM/PDD days and Study Team Meetings by Learning Team Facilitator and Assistant Principal of Curriculum/designee

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

Curriculum Assistant Principal mentors and pairs new teachers to RPBHS. All first year teachers are paired with both a Mentor teacher and a buddy. The buddy serves as their contact for every day policy and procedure questions. The mentor teacher is clinically trained and currently teaches within the same discipline. The mentor teacher assists the mentee with lesson planning, presentation of subject matter, classroom management and organizational skills. They act as a model for instruction as well as a peer coach. They also introduce their mentee to the school culture for discipline and academics and act as an all around resource.

Monthly meetings are held with the new teacher and their mentee. Various activities are planned based on the needs of the new teachers. Some activities include: classroom management, testing procedures, grading, lesson planning, technology, etc.

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 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
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- *school wide PROWL (Drop Everything And Read) time for 15 minutes every morning
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data

- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction

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

Strategy: After School Program

Minutes added to school year: 12,000

To increase student college readiness on college placement exams. (FCAT, AP, AICE, ACT, SAT, PERT, etc.)

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

AP, AICE, ACT, SAT, and PERT results

Strategy: After School Program

Minutes added to school year:

extra practice on FCAT strategies

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Murphy, Jennifer, jennifer.murphy@palmbeachschools.org

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

prior year FCAT scores

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content

areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

Our school addresses and incorporates academic and career planning with the following strategies: School counselors deliver career and academic planning information throughout the school day, parent information meetings, and individual counseling.

Our school provides students and parents with informational meetings to inform them of graduation requirements, college entrance requirements, Bright Futures Scholarship requirements, FACTS.org (information for planning and managing a student's secondary and post secondary education experience) and standardized tests for college admission. (SAT, ACT, PSAT)

Administrators and school staff use the AP Potential report to provide parents and students with information regarding the opportunity and benefits of taking accelerated course work. Our goal is to enroll students in more Advanced Placement, AICE and dual enrollment courses.

Administrators and teachers are afforded the opportunity to attend a variety of College Board trainings to explore masterboard options as well as direct teacher instruction for AP teachers.

Our school promotes enrollment in career academies related to student's interests and abilities.

Teachers and guidance counselors monitor students towards meeting industry certification and completion of Occupational Completion Points (OCPs)

Our school establishes Business Partnerships and collaborates with them to provide students real world opportunities such as internships, service learning, and community service.

All students are encouraged to participate and have access to a variety of career related courses.

Professional organizations are available to students as well, such as FBLA, HOSA, etc.

- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students

- 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

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

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. This relevance transfers into conscious efforts to master skills that will be necessary for students to secure a position in their chosen interest areas.

We currently have the following academies: AICE, Excelsior, Medical Science, International Business, HVAC, S.T.E.M., Architecture, and Gaming that supports students abilities to learn job related skills while preparing them for post secondary schools and/or career.

Our school addresses and incorporates applied and integrated courses using the following strategies:

- *Social Studies and Language Arts teachers teach integrated units to help see the relationship between the two content areas. The teachers work collaboratively in strengthening students' writing skills.

- * Our school conducts the Secondary Science and Engineering Fair, which integrates science, mathematics, and literacy through the development of science fair research projects.

- *SECME is sponsored on our campus as it integrates science, engineering, mathematics, and literacy through the development of a variety of projects (mousetrap cars, bottle rockets, essays, etc.)

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

Based on the 2012 High School Feedback Report, RPBHS students ranked below the district and state in the percentage of students who completed at least one AP, dual enrollment, or AICE course. Students are encouraged to participate in the SAT and ACT as well as participating in rigorous coursework that will prepare them for a post secondary career. Seniors who score below the minimum college readiness level will be provided access to remedial instruction prior to graduation. Guidance department will host at least 4 college nights for parents and students. College nights will provide parents and students with the necessary information to establish goals and timelines to be successful in a post secondary career of their choice.

ACT and SAT Preparation courses will be promoted throughout the school year. Various options such as onsite, courses designed in collaboration with PBCC, and courses through Virtual School will be pursued to provide convenient access to any interested student.

Students who meet the requirements for Dual Enrollment are encouraged to pursue that coursework.

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 as needed
- Afterschool/Saturday college readiness workshops for 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.** Involve parents to be a part of the decision making body including implementation of the SIP, SwPBS, spending parental involvement Title 1 funds, parent volunteers and parent trainings to increase student achievement.
- G2.** Reading: Reading students in the lowest 25% will increase proficiency to 70%.

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. Involve parents to be a part of the decision making body including implementation of the SIP, SwPBS, spending parental involvement Title 1 funds, parent volunteers and parent trainings to increase student achievement. 1a

G044941

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	78.0

Resources Available to Support the Goal 2

- Title 1 Parent Involvement Funds SAC

Targeted Barriers to Achieving the Goal 3

- Parents have difficulty attending events due to lack of child care.

Plan to Monitor Progress Toward G1. 8

Monitor and Review Parent Event Records
Monitor and Review Childcare Participation Records

Person Responsible

Lisa Jones

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased attendance at Parent Involvement activities and trainings

G2. Reading: Reading students in the lowest 25% will increase proficiency to 70%. 1a

G044942

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Reading Plus as part of Reading curriculum
- Double blocks of English/Reading classes
- Approved accommodations during instruction and assessment
- After school tutoring
- Teengagement as part of the Reading Curriculum

Targeted Barriers to Achieving the Goal 3

- Inadequate opportunities to develop vocabulary, background, and content knowledge
- Lack of widespread support for adolescent literacy
- Increasing reading and writing demands across the curriculum

Plan to Monitor Progress Toward G2. 8

Sign in sheets and agendas will be reviewed to assure teachers are enrolling in the professional development opportunities offered throughout the school year in the training room (Everglades Room) and off campus conferences

Person Responsible

Renee Houck

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

sign in sheets and agendas

Plan to Monitor Progress Toward G2. 8

For Action Step 2, Focused classroom walk-through observations

Person Responsible

Jesus Armas

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, schedules

Plan to Monitor Progress Toward G2. 8

For Action step 3, sign in sheets, lesson plans, invoices, and requisitions will be monitored to assure student attendance and materials are purchased for the extended learning opportunities

Person Responsible

Jennifer Murphy

Schedule

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

Evidence of Completion

lesson plans, student attendance, teacher sign-ins, invoices, requisitions

Plan to Monitor Progress Toward G2. 8

For action step 4, RPBHS will make sure all students have a binder with dividers, including new students throughout the year, focused walk-through observations, and monitoring of Gradequick

Person Responsible

Crystal Amado

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

lesson plans, schedules, Gradequick reports

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. Involve parents to be a part of the decision making body including implementation of the SIP, SwPBS, spending parental involvement Title 1 funds, parent volunteers and parent trainings to increase student achievement. **1**

 G044941

G1.B1 Parents have difficulty attending events due to lack of child care. **2**

 B110773

G1.B1.S1 Provide childcare, supplies and refreshments, and postage for parental involvement events and trainings as appropriate. **4**

 S122216

Strategy Rationale

By providing childcare, the parents are able to attend more functions at school.

Action Step 1 **5**

Provide opportunities for childcare during parent trainings

Person Responsible

Lisa Jones

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent sign in sheets when child is placed in the childcare

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

VIPS system
Parent/Childcare sign-in/out sheets

Person Responsible

Elissa Mowry

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent sign-in sheets when child(ren) are signed in/out VIPS Printouts

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

Compare VIPS reports
Compare Sign-in/out sheets

Person Responsible

Elissa Mowry

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

VIP Printouts Parent/Childcare Sign-in/out sheets

G2. Reading: Reading students in the lowest 25% will increase proficiency to 70%. 1

G044942

G2.B1 Inadequate opportunities to develop vocabulary, background, and content knowledge 2

B110774

G2.B1.S1 Students will complete lessons weekly in the Reading Plus program. 4

S122217

Strategy Rationale

Reading Plus supports development of vocabulary, background, and content knowledge

Action Step 1 5

Reading Plus will be the curriculum used to enhance vocabulary, content knowledge, and fluency

Person Responsible

Renee Houck

Schedule

Quarterly, from 10/9/2014 to 6/4/2015

Evidence of Completion

Students are scheduled into the course and have evidence of work. Teachers will pull reports to track student performance.

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

Teachers as well as reading coach will pull weekly reports to monitor student use and progress

Person Responsible

Renee Houck

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student success and reports from Reading Plus

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

Student progress

Person Responsible

Renee Houck

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student success, weekly reports

G2.B2 Lack of widespread support for adolescent literacy 2

 B110775

G2.B2.S1 Schoolwide drop everything and read program (#PROWL time) during first period for 15 minutes from 8:28-8:43 4

 S122218

Strategy Rationale

It is creating a community of readers across the campus showing support for literacy

Action Step 1 5

All students, faculty, and staff will read a book for pleasure during this 15 minute uninterrupted time frame.

Person Responsible

Crystal Amado

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

walkthroughs of classrooms and offices

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

Participation grades will be given to students and administrative observations

Person Responsible

Jennifer Murphy

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student success, participation grade

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

administrative observations and participation grades

Person Responsible

Crystal Amado

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

participation grades

G2.B3 Increasing reading and writing demands across the curriculum **2**

 B110776

G2.B3.S1 Teachers will scaffold instruction to build students' reading levels by targeting their current levels and gradually increasing;. **4**

 S122219

Strategy Rationale

By having students work on their independent reading level, they will be able to gradually increase that level and eventually keep up with grade level curriculum.

Action Step 1 **5**

Professional development opportunities (building relationships, block scheduling, culturally relevant teaching, scaffolding instruction, differentiated instruction, Marzano strategies) available through the Professional Development Training Room (Everglades Room) and specific off-campus conferences.

Person Responsible

Renee Houck

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets and agenda

Action Step 2 **5**

Provide supplemental reading teachers for small group instruction.

Person Responsible

Jesus Armas

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Schedules

Action Step 3 5

Provide extended learning opportunities and additional resources/materials.

Person Responsible

Jennifer Murphy

Schedule

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

Evidence of Completion

lesson plans, student attendance, teacher sign-ins, invoices, requisitions

Action Step 4 5

Implement AVID strategies for all students.

Person Responsible

Crystal Amado

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

lesson plans, schedules

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

For action step 1, sign in sheets and agendas will be kept for all professional development opportunities that will take place in the training room (Everglades Room) and specific off campus conferences. There will be adequate furniture, equipment, and technology in this training room to accommodate all attendees.

Person Responsible

Renee Houck

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign in sheets and agenda

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Action Step 2, RPBHS will provide two supplemental reading teachers for small group instruction

Person Responsible

Jesus Armas

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, schedules

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Action step 3, RPBHS will provide extended learning opportunities and additional resources/ materials. This will also include the hiring of teachers for these learning opportunities.

Person Responsible

Jennifer Murphy

Schedule

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

Evidence of Completion

lesson plans, student attendance, teacher sign-ins, invoices, requisitions

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

For action step 4, RPBHS will implement AVID strategies for all students

Person Responsible

Crystal Amado

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

binders and dividers for all students, lesson plans, schedules

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

For Action step 1, there will be professional development opportunities available through the Professional Development Training Room (Everglades Room) and specific off campus conferences to support the scaffold instruction to build students' reading levels

Person Responsible

Renee Houck

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

sign in sheets and agenda

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

For action step 2, provide supplemental reading teachers for small group instruction

Person Responsible

Jesus Armas

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans and schedules

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

For action step 3, RPBHS will provide extended learning opportunities and additional resources/materials.

Person Responsible

Jennifer Murphy

Schedule

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

Evidence of Completion

lesson plans, student attendance, teacher sign-ins, invoices, requisitions

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

For action step 4, RPBHS will implement AVID strategies for all students

Person Responsible

Crystal Amado

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

binder checks for all students worth 10% of 9 weeks grade, lesson plans, schedules

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	Provide opportunities for childcare during parent trainings	Jones, Lisa	8/18/2014	Parent sign in sheets when child is placed in the childcare	6/4/2015 every-6-weeks
G2.B1.S1.A1	Reading Plus will be the curriculum used to enhance vocabulary, content knowledge, and fluency	Houck, Renee	10/9/2014	Students are scheduled into the course and have evidence of work. Teachers will pull reports to track student performance.	6/4/2015 quarterly
G2.B2.S1.A1	All students, faculty, and staff will read a book for pleasure during this 15 minute uninterrupted time frame.	Amado, Crystal	8/25/2014	walkthroughs of classrooms and offices	6/4/2015 daily
G2.B3.S1.A1	Professional development opportunities (building relationships, block scheduling, culturally relevant teaching, scaffolding instruction, differentiated instruction, Marzano strategies) available through the Professional Development Training Room (Everglades Room) and specific off-campus conferences.	Houck, Renee	8/25/2014	Sign-in sheets and agenda	6/4/2015 biweekly
G2.B3.S1.A2	Provide supplemental reading teachers for small group instruction.	Armas, Jesus	8/18/2014	Lesson Plans, Schedules	6/5/2015 daily
G2.B3.S1.A3	Provide extended learning opportunities and additional resources/materials.	Murphy, Jennifer	9/15/2014	lesson plans, student attendance, teacher sign-ins, invoices, requisitions	5/29/2015 weekly
G2.B3.S1.A4	Implement AVID strategies for all students.	Amado, Crystal	8/18/2014	lesson plans, schedules	5/29/2015 daily
G1.MA1	Monitor and Review Parent Event Records Monitor and Review Childcare Participation Records	Jones, Lisa	8/18/2014	Increased attendance at Parent Involvement activities and trainings	6/4/2015 every-6-weeks
G1.B1.S1.MA1	Compare VIPs reports Compare Sign-in/out sheets	Mowry, Elissa	8/18/2014	VIP Printouts Parent/Childcare Sign-in/out sheets	6/4/2015 every-6-weeks
G1.B1.S1.MA1	VIPS system Parent/Childcare sign-in/out sheets	Mowry, Elissa	8/18/2014	Parent sign-in sheets when child(ren) are signed in/out VIPS Printouts	6/4/2015 every-6-weeks
G2.MA1	Sign in sheets and agendas will be reviewed to assure teachers are enrolling in the professional development opportunities offered	Houck, Renee	8/18/2014	sign in sheets and agendas	6/4/2015 monthly

Palm Beach - 2331 - Royal Palm Beach High School - 2014-15 SIP
Royal Palm Beach High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	throughout the school year in the training room (Everglades Room) and off campus conferences				
G2.MA2	For Action Step 2, Focused classroom walk-through observations	Armas, Jesus	8/18/2014	lesson plans, schedules	6/5/2015 quarterly
G2.MA3	For Action step 3, sign in sheets, lesson plans, invoices, and requisitions will be monitored to assure student attendance and materials are purchased for the extended learning opportunities	Murphy, Jennifer	9/15/2014	lesson plans, student attendance, teacher sign-ins, invoices, requisitions	5/29/2015 weekly
G2.MA4	For action step 4, RPBHS will make sure all students have a binder with dividers, including new students throughout the year, focused walk-through observations, and monitoring of Gradequick	Amado, Crystal	8/18/2014	lesson plans, schedules, Gradequick reports	5/29/2015 monthly
G2.B1.S1.MA1	Student progress	Houck, Renee	8/18/2014	Student success, weekly reports	6/4/2015 weekly
G2.B1.S1.MA1	Teachers as well as reading coach will pull weekly reports to monitor student use and progress	Houck, Renee	8/18/2014	Student success and reports from Reading Plus	6/4/2015 weekly
G2.B2.S1.MA1	administrative observations and participation grades	Amado, Crystal	8/18/2014	participation grades	6/4/2015 quarterly
G2.B2.S1.MA1	Participation grades will be given to students and administrative observations	Murphy, Jennifer	8/18/2014	Student success, participation grade	6/4/2015 quarterly
G2.B3.S1.MA1	For Action step 1, there will be professional development opportunities available through the Professional Development Training Room (Everglades Room) and specific off campus conferences to support the scaffold instruction to build students' reading levels	Houck, Renee	8/18/2014	sign in sheets and agenda	6/4/2015 biweekly
G2.B3.S1.MA6	For action step 2, provide supplemental reading teachers for small group instruction	Armas, Jesus	8/18/2014	lesson plans and schedules	6/5/2015 daily
G2.B3.S1.MA7	For action step 3, RPBHS will provide extended learning opportunities and additional resources/materials.	Murphy, Jennifer	9/15/2014	lesson plans, student attendance, teacher sign-ins, invoices, requisitions	5/29/2015 weekly
G2.B3.S1.MA8	For action step 4, RPBHS will implement AVID strategies for all students	Amado, Crystal	8/18/2014	binder checks for all students worth 10% of 9 weeks grade, lesson plans, schedules	5/29/2015 daily
G2.B3.S1.MA1	For action step 1, sign in sheets and agendas will be kept for all professional development opportunities that will take place in the training room (Everglades Room) and specific off campus conferences. There will be adequate furniture, equipment, and technology in this training room to accommodate all attendees.	Houck, Renee	8/18/2014	Sign in sheets and agenda	6/4/2015 weekly
G2.B3.S1.MA3	Action Step 2, RPBHS will provide two supplemental reading teachers for small group instruction	Armas, Jesus	8/18/2014	lesson plans, schedules	6/5/2015 daily
G2.B3.S1.MA4	Action step 3, RPBHS will provide extended learning opportunities and additional resources/materials. This will also include the hiring of teachers for these learning opportunities.	Murphy, Jennifer	9/15/2014	lesson plans, student attendance, teacher sign-ins, invoices, requisitions	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA5	For action step 4, RPBHS will implement AVID strategies for all students	Amado, Crystal	8/18/2014	binders and dividers for all students, lesson plans, schedules	5/29/2015 daily

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.

G2. Reading: Reading students in the lowest 25% will increase proficiency to 70%.

G2.B1 Inadequate opportunities to develop vocabulary, background, and content knowledge

G2.B1.S1 Students will complete lessons weekly in the Reading Plus program.

PD Opportunity 1

Reading Plus will be the curriculum used to enhance vocabulary, content knowledge, and fluency

Facilitator

Reading Plus

Participants

all Reading teachers

Schedule

Quarterly, from 10/9/2014 to 6/4/2015

G2.B3 Increasing reading and writing demands across the curriculum

G2.B3.S1 Teachers will scaffold instruction to build students' reading levels by targeting their current levels and gradually increasing;

PD Opportunity 1

Professional development opportunities (building relationships, block scheduling, culturally relevant teaching, scaffolding instruction, differentiated instruction, Marzano strategies) available through the Professional Development Training Room (Everglades Room) and specific off-campus conferences.

Facilitator

Coaches and administration

Participants

Staff

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

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: Involve parents to be a part of the decision making body including implementation of the SIP, SwPBS, spending parental involvement Title 1 funds, parent volunteers and parent trainings to increase student achievement.	6,033
Goal 2: Reading: Reading students in the lowest 25% will increase proficiency to 70%.	261,423
Grand Total	267,456

Goal 1: Involve parents to be a part of the decision making body including implementation of the SIP, SwPBS, spending parental involvement Title 1 funds, parent volunteers and parent trainings to increase student achievement.

Description	Source	Total
B1.S1.A1 - 6152 - PRT for childcare and facilitators - salary and benefits	Title I Part A	2,534
B1.S1.A1 - 6152 - postage for parent mailings for events, information	Title I Part A	2,000
B1.S1.A1 - 6152 - paper, training materials, refreshments, brochures, ink, chart paper, pens, pencils, highlighters, post-its	Title I Part A	1,096
B1.S1.A1 - 6152 - brochure, flyer display	Title I Part A	403
Total Goal 1		6,033

Goal 2: Reading: Reading students in the lowest 25% will increase proficiency to 70%.

Description	Source	Total
B2.S1.A1 - 5150 - classroom libraries to support PROWL	Title I Part A	15,623
B2.S1.A1		0
B3.S1.A1 - 6402 - furniture for training room - tables and chairs	Title I Part A	6,615
B3.S1.A1 - 6402 - laptop cart and 32 laptops	Title I Part A	22,713
B3.S1.A1 - 6402 - PLC Summer collaboration meetings - salary and benftis	Title I Part A	7,562
B3.S1.A1 - 6402 - printer and ink for training room	Title I Part A	345
B3.S1.A1 - 6402 - printer and ink for training room	Title I Part A	345
B3.S1.A1 - 6402 - printer and ink for training room	Title I Part A	345
B3.S1.A1 - 6402 - PD subs for release time for teachers	Title I Part A	2,068
B3.S1.A1 - 6402 - PD supplies to include paper, ink, resource books, chart paper, post-its	Title I Part A	582

Goal 2: Reading: Reading students in the lowest 25% will increase proficiency to 70%.

Description	Source	Total
B3.S1.A1 - 6402 - Stipends for teacher trainings and PRT for trainers and facilitators - salary and benefits	Title I Part A	5,026
B3.S1.A1 - 6402 - Advanced Placement trainings, AICE, STEM, FRA	Title I Part A	6,500
B3.S1.A1		0
B3.S1.A2 - 5150 - two reading teachers (Bell and Sarni) - salary and benefits	Title I Part A	131,758
B3.S1.A3 - 5150 - tutorial salary and benefits	Title I Part A	29,842
B3.S1.A3 - 5150 - extra periods for small group instruction	Title I Part A	13,821
B3.S1.A3 - 5150 - online Flocabulary and Thinkercise	Title I Part A	1,700
B3.S1.A3 - 5150 - computer, printers and clicker response system	Title I Part A	4,971
B3.S1.A3 - 5150 -classroom supplies - paper, ink, pens, markers, chart paper, dry erase markers, journals, remote controls for PPT presentations	Title I Part A	1,027
B3.S1.A4 - 5150 - AVID student notebooks for implementation of AVID strategies	Title I Part A	10,580
Total Goal 2		261,423