

# Boynton Beach Community High



2014-15 School Improvement Plan

## Boynton Beach Community High

4975 PARK RIDGE BLVD, Boynton Beach, FL 33426

[www.palmbeach.k12.fl.us/boyntonbeachhs](http://www.palmbeach.k12.fl.us/boyntonbeachhs)

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

80%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

89%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Boynton Beach Community High School is to develop dignity, respect and personal responsibility in a safe and caring learning environment that fosters academic achievement, civic responsibility, and opportunities for future success.

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

Boynton Beach Community High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### School Environment

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

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

Additionally, we infuse conversation and guidance regarding building relationships with students and families at faculty meetings, LTM, and individual meetings with teachers. During interviews for new teachers, the principal explains that the ability to form relationships with students is vital to success in our building. In the first days of school, school wide lessons are taught emphasizing tolerance and compassion, as well as appropriate methods of interacting with others in our diverse population. Training will be held to help teachers understand how families of different cultures view education in an effort to increase parent involvement in the school. Various clubs related to culture support students in understanding one another's cultures, as well as maintain pride in their own cultures.

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

Our school creates an environment where students feel safe and respected before, during and after school by developing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum through supplemental supports including school based counseling, career navigation, social services coordination, and graduation coaching. We also strive to 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. Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. In the upcoming school year, we will 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**

We will ensure teachers are trained in Classroom management strategies (CHAMPS, etc.). SwPBS teams will review classroom data to ensure students are engaged while in class. We will strive to maintain a minimum of a 4:1 ratio of positive interactions (RPI) in every classroom to ensure students remain engaged during instructional time.

Additionally, we will ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity and encourage students to track their own learning progress.

**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 operational school based team that meets frequently to discuss students with barriers to academic and social success and build programs of intervention specific to each child in need. Mentors are assigned to students with social-emotional needs. These mentors are teachers, administrators, counselors, or other appropriate personnel who can support students. We also refer students to an outside counselor through the Parent Child Center, TOPS program, Women of Tomorrow, and Youth Services Bureau. Many students are on formal or informal check in/check out plans; faculty is cognizant of the importance of positive interactions with students who struggle with social-emotional needs. Separate mentoring groups for males and females are also in operation to support students.

**Early Warning Systems**

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

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

The purpose of the Boynton Beach Community High School's Early Warning System is to provide data on the likelihood that students may or may not reach key academic goals. Attendance under 90%. This indicator was chosen for its mix of accuracy (since a high percentage of students with that indicator that dropped out) and yield (a high proportion of all dropouts had this indicator).

First term failure in either English Language or Mathematics.  
 Suspended for one or more school days.

**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	58	42	33	23	156
One or more suspensions	157	125	105	73	460
Course failure in ELA or Math	83	73	89	24	269
Level 1 on statewide assessment	172	170	179	79	600

***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	166	113	100	34	413

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

Tier 1 Academic: Core curriculum, standardized assessment.  
 Tier 2 Academic: Differentiated instruction, group tutoring programs.  
 Tier 3 Academic: Individualized tutorial programs, Credit recovery, Individualized Education Program.  
 Tier 1 Behavior: District counseling services, dropout early warning system, universal screening component.  
 Tier 2 Behavior: Afterschool programming, group mentoring programs, chemical dependency groups.  
 Tier 3 Behavior: Intensive School Based Team case management, intensive individual interventions (behavior contracts, chemical dependency treatment, mental health Interventions, etc.)

**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**

**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**

The school partners with businesses in the area to provide resources for academic reinforcement such as gift cards or in-kind articles to reinforce attendance or honor roll status as well as providing resources for sports teams. Relationships are built with area business through administrators, coaches, and other staff that lead to partnerships. Students often perform for community events in return for donations to programs; sports teams perform community service in return for donation. This process teaches students the importance of contributing as well as receiving.

**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
Glenn, Alexis	Assistant Principal
Clemons, Lyndon	Assistant Principal
Ferguson, David	Assistant Principal
mceachran-todd, amy	Assistant Principal
Rizzatti, Dominick	Assistant Principal
Combs, Fredrina	Teacher, K-12
Barch, Fred	Principal

### Duties

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

At Boynton Beach Community High School, school leaders strive to serve as instructional leaders. Each school leader is responsible for a specific content area and serves as the leader of the teachers in that area. The leader is responsible for curriculum and instructional decisions, mentoring and developing teachers, and attaining appropriate resources needed. School leaders work with academic coaches and teams of teachers and use student data to identify priorities and make decisions regarding allocation of funds, responsibilities of academic coaches and school leaders, and program needs for students. Title I, Title III, HSGI, and other resources are coordinated based on the needs of the students. Leaders meet weekly and use data to determine how the resources will be allocated. Leaders use observation data to identify the development needs of teachers. This data in tandem with student achievement data is used to design professional development. School leaders conduct learning team meetings, as well.

The school based RtI Leadership Team will meet on the first and third Monday of each month to review data which will include universal screenings, diagnostic data, FCAT data etc. Based on this information, the team will identify areas where professional development is needed to strengthen the learning environment for all students. From this information the team will set the Core Instruction including setting the targets for all students. (Tier 1). The team will then identify students who are not meeting the academic and/or behavioral targets. The identified student will then be referred to the team to determine interventions needed to assist the student. An Intervention Plan will be developed for the student using the Problem Solving Model. The Intervention Plan will identify the student's specific areas of deficiencies and provide research based interventions to assist the student in meeting the academic/behavior issue. Each student will be assigned a case liaison (a member of the RtI Leadership Team) to support the plan and the teacher implementing the plan. The case liaison will report to the committee data developed as the intervention(s) are implemented.

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

The problem-solving process for implementing and monitoring the MTSS at Boynton Beach High School is as follows: Students are referred to the School Based Team for various reasons such as behaviorla, academics, tardiness, and excessive absences as well as social personal issues.. The SBT members use data from both TERMS and EDW to devise action plans to assist students. All students are assigned a case liaison who works closely with teachers, parents, and most importantly with the students to help them reach success. Numerous interventions such as behavioral contracts,

academic intervention, individual counseling and mentoring are set in place to help students. Students are tracked and moved through the different RTI tiers as needed. With over 70 percent of our students on free or reduced lunch, the vast majority of our students are at risk. Title I funding supports instruction, professional development, and parent involvement using strategies for students who are not achieving as expected and for students who are in honors and advanced classes. Title II funds assist Boynton Beach High School through professional development in content areas and Marzano Framework, through the support of AVID, and through the support of Area Instructional Support Teams. Title III funding is used to support the oral language development of ELL students through work on industry certification. Title X services provide assistance to students who are identified as homeless, as needed. Several programs are in place to support appropriate behaviors and lifestyles for our students, including Women of Tomorrow, counseling from The Parent Child Center and the Youth Service Bureau, and Teen Outreach. Safe Schools provides a Positive Behavior Facilitator who is at our school two days each week. Teen mothers who take the Early Childhood class have access to free childcare. All students receive free breakfast through the federal food program and students who participate in after school tutorials receive snacks. Our school houses a voluntary pre-kindergarten program that serves as a training facility for our students who are working toward their Early Childhood certification. Americorp provides a graduation coach, the HSGI grant also provides a graduation coach, as well as a Career Counselor from Workforce Alliance, a college advisor from Palm Beach State College, and a Social Services Facilitator. Students have the opportunity to move from our building directly into the workforce through our Industry Certification Classes in technology, Early Childhood, and Culinary, as well as through the partnership with Embry Riddle University. Our adult education program offers English Language classes for adults, credit recovery and a variety of other services.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Nancy Mensch	Parent
Dylan Van Staden	Student
Jennifer Dietrick	Parent
Joshua Borthwick	Teacher
Matthew Bezio	Teacher
Lori Ann Roderick	Education Support Employee
Portia Newton	Education Support Employee
Fredrina Combs	Teacher
Claire Gayle	Business/Community
Amy McEachran Todd	Education Support Employee
Fred Barch	Principal
Virginia	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC works together to review the effectiveness of strategies and progress on the goals of the FY14 school improvement plan in order to make appropriate modifications for the FY15 plan. Development of the FY15 plan will entail review of data and problem solving to set priorities for the current year and allocation of funds to support initiatives and programs.

*Development of this school improvement plan*

The SAC meets monthly and discusses everything school related. The Principal shares our school's data and vision. The faculty members who are on SAC discuss the strategies and practices they feel would be best to overcome the obstacles we face. The SAC then votes to implement the proposed strategies and they are then added to the school improvement plan. As data is collected throughout the year, changes are made and voted on as necessary.

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

The school's annual budget is proposed by the leadership team and approved and modified by the SAC. Rationalization for research based programs and initiatives identified through data analysis is presented to the SAC for consideration and approval.

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

FY14 school improvement funds were used to support an initiative to reduce the frequency of student tardiness.

***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
Barch, Fred	Principal
Bezio, Matthew	Instructional Coach
Anderson, Ernest	Instructional Coach
Bosard, Christine	Instructional Coach
mceachran-todd, amy	Assistant Principal

**Duties**

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

This group of professionals is comprised of leaders in literacy. This team includes two reading coaches, a writing coach, and the assistant principal responsible for literacy. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through literacy nights, professional development, coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and curriculum development.

## 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**

1. Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
  2. Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
  3. Attendance at recruiting fairs
  4. Provide mentor for each teacher new to the school
  5. Provide a single school culture for behavior for safe and secure environment
  6. Common Planning with grade level and subject area teams
  7. Opportunities for professional development
- All of these will be handled by administration

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New teachers are paired with experienced teachers, often department heads, who teach the same content as the new teacher. We believe this is the most beneficial pairing for new teachers because effective teaching of content is critical and can be embedded in the new teacher training for classroom management, planning, and organization.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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



The teachers at Boynton Beach Community High School use the instructional programs and materials that are adopted and supported by the District. We also use AVID strategies, electives, and tutorials to teach organization and study skills which prepare students for success in college. AICE English and Photography and Advanced Placement courses provide rigorous curriculum for high achieving students.

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***

The Literacy Leadership Team holds 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) with teachers during Learning Team Meetings and private data chats with individual teachers. Intensive reading classrooms utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. Level 1 readers are scheduled into a double block of reading each day.

Instruction in all reading and English classes is rigorous, engaging, and aligned with the Language Arts Florida Standards. Resources are provided to support instruction in all content areas (extensive classroom libraries, texts to support units of study, leveled books for small group instruction). Literacy teachers administer formative assessments which measure instructed standards, and data is discussed during Learning Team Meetings. Teachers conduct individual data chats with students. Extended day tutorials are available for ELL students, retake students, and math students who need support to pass EOC's.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 5,688

Tutorials in math and reading are offered to at risk students who are performing below grade level. The sessions are offered for 4-6 weeks at a time and scheduled near high stakes test administration such as FCAT2.0, EOC, and college entrance exams. Tutorials are offered Monday-Wednesday from 3pm-5pm.

***Strategy Rationale***

Students respond to small group, targeted instruction.

***Strategy Purpose(s)***

- Core Academic Instruction

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

mceachran-todd, amy, amy.mceachran-todd@palmbeachschools.org

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

Data from high stakes tests is collected. If the majority of students achieve success on the high stakes test, the strategy is considered effective.

**Strategy:** Extended School Day

**Minutes added to school year:** 288

Students work after school from 3pm-5pm, Monday through Thursday to recover English credit previously failed.

***Strategy Rationale***

Recovery of English credit on E202 is a barrier in itself because of the intensity of text.

***Strategy Purpose(s)***

- Core Academic Instruction

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

mceachran-todd, amy, amy.mceachran-todd@palmbeachschools.org

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

Students' grade point averages, credit summaries, and graduation rate are monitored to determine success of the program.



**Strategy:** Extended School Day

**Minutes added to school year:** 5,688

Students work from 3-5 pm, Monday through Thursday and every other Saturday on recovering credit for courses they previously failed.

**Strategy Rationale**

At risk students often need longer to achieve mastery of material.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Glenn, Alexis, alexis.glenn@palmbeachschools.org

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

Students' grade point averages, credit summaries, and graduation rate are monitored for demonstration of effectiveness.

**Strategy:** Summer Program

**Minutes added to school year:** 1,920

Students work at their own pace on critical skills assignments in order to recover English credits. Program runs for 8 sessions from 8am-12pm on Monday-Thursday, for two weeks.

**Strategy Rationale**

Students are more successful recovering credit with critical skills assignments and with the support of an English teacher.

**Strategy Purpose(s)**

- Core Academic Instruction

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

mceachran-todd, amy, amy.mceachran-todd@palmbeachschools.org

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

Students' grade point averages and grades are tracked to determine success of program.

**Strategy:** Summer Program

**Minutes added to school year:** 10,080

Credit recovery program for students who are not on track for graduation. Program lasts for 7 weeks. Students attend from 8-1pm Monday through Thursday.

**Strategy Rationale**

At risk students need additional time to recover credits.

**Strategy Purpose(s)**

- Core Academic Instruction

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

mceachran-todd, amy, amy.mceachran-todd@palmbeachschools.org

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

Students' grade point averages, credit summaries, and graduation rate are monitored to determine success of the program.

**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. Summer programs are held for incoming students, as well as students who did not meet all requirements for on time graduation. Transition meetings are held from ESE students who enter and exit the school. 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**

Every nine weeks grade level assemblies are held. The principal discusses graduation requirements, upcoming challenges and recent academic and behavioral successes and failures. She also ensures that all students know the academic and elective classes that are available.

The AVID system has been implemented at Boynton Beach High to assist students in preparing and planning for college and to ensure the students are aware of the courses etc. needed to meet their goals in addition to promoting student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.

Part of the Positive Behavior Support (THE DREAM) plans lessons presented to the entire student body regarding setting goals (the students dreams) and making a plan to meet the dream.

Each fall Boynton Beach Community High School hosts a "college fair" with representatives from local and state colleges. This includes representatives from the "Historically Black College Tour". This

serves as the kick off for our ACT and SAT preparation work that we do in Reading, English and Math classes. Students are reminded daily of the importance of academic excellence and their futures. We have a display board near the main office dedicated to college acceptance letters as well as academic scholarship notifications. Additionally, the SAT school day test administration 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 High School Graduation Initiative grant focuses on increasing the graduation rate by providing interventions and support to at risk students including a graduation coach, career navigator, and a family counselor. Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals

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

At Boynton Beach Community High School we continually focus student attention on preparation for success in careers and in college. During morning announcements students are reminded that the actions that they take, and the effort that they put into their high school work, will have a tremendous amount of influence over their futures. Classroom teachers use “Essential Questions” to make instruction relevant. An “Essential Question” is a question to which a student will remember the answer 10 or more years into the future. Additionally, we are focusing on offering elective programs that culminate in an Industry Certification Exam. This offers real world relevance to students because they can clearly see the relationship between the classroom and their future.

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

In order to prepare and improve our students readiness for the public postsecondary level we aligned our expectations and give students information about their level of readiness based on their performance on PERT prior to the end of their junior year to ensure that students do not waste their final year in high school. We ensured that items from the ACT or SAT were included on their high school assessments. Upper level students were placed in college preparatory mathematics, and continuously exposed to rigorous reading and writing opportunities during their senior year. Students are also encouraged to take industry certification courses upon entering high school.

***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***

ESE students have access to a strategies class and content equivalent classes in some core subject. School based team review and provide assistance to specific students as needed. After school and Saturday workshops are available for ACT and SAT preparation. Counselors conduct classroom guidance and individual counseling sessions with students. Parent education nights are held to teach parents how to support their students in college application and financial aide applications.

## 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.** Provide rigorous instruction in all classrooms
- G2.** Implement specific programs to meet the needs of at-risk students.
- G3.** Implement systems to support positive behavior and Single School Culture.

## 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. Provide rigorous instruction in all classrooms** 1a

G045150

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	65.0
FCAT 2.0 Science Proficiency	55.0

**Resources Available to Support the Goal** 2

- Teachers
- Parents
- Community resources
- Title I Funding
- Title III Funding
- K-12 Support Program Grant

**Targeted Barriers to Achieving the Goal** 3

- Students lack skills and knowledge needed to achieve success on high stakes assessments.
- Some students lack the motivation and confidence to commit to the rigorous work required to graduate on time.
- Teachers must adapt to the rigor of changing standards and are not sure how to plan and implement rigorous instructional activities.
- Parents are unaware of changing standards, assessments, and graduation requirements and do not know how to support their students.

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

Graduation status, grade point averages, and ongoing assessment results will be monitored to determine success of programs.

**Person Responsible**

amy mceachran-todd

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Percentage of on time graduates, student assessment results, and school grade will be used to determine success of programs.

**G2. Implement specific programs to meet the needs of at-risk students.** 1a

G045151

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

**Resources Available to Support the Goal** 2

- Teachers
- parents
- Title I funds
- HSGI funding

**Targeted Barriers to Achieving the Goal** 3

- Students lack motivation and discipline to maintain focus in comprehensive high school setting.
- Some students enter high school over age and behind their age appropriate cohort.
- Some students need extra time and alternative approaches to credit recovery.

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

Midterm grades, report cards, graduation status, grade point average, attendance records, and discipline reports will be used to determine progress toward the goal.

**Person Responsible**

Alexis Glenn

**Schedule**

Monthly, from 8/18/2014 to 6/30/2015

**Evidence of Completion**

Grades, attendance records, discipline reports, and graduation status will be collected and monitored to indicate that progress is being made toward goal.

**G3. Implement systems to support positive behavior and Single School Culture.** 1a

G045152

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	30.0
Discipline incidents	20.0

**Resources Available to Support the Goal** 2

- Teachers
- Parents
- Title I funds

**Targeted Barriers to Achieving the Goal** 3

- Students lack organization and study skills needed for success in school.
- Students lack social skills and self discipline to make positive behavior and life choices.

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

Discipline data will be collected to monitor the number of level 1 incidents reported and the number of students with more than 2 incidents.

**Person Responsible**

David Ferguson

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Tracking of level 1 incidents and number of students with more than two incidents will be collected to demonstrate progress toward the target.

## 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.** Provide rigorous instruction in all classrooms **1**

 G045150

**G1.B1** Students lack skills and knowledge needed to achieve success on high stakes assessments. **2**

 B111430

**G1.B1.S1** Extended day tutorials will be provided for students who are struggling to meet achievement standards. **4**

 S126149

### Strategy Rationale

Tutorials provide extra time to process content and smaller group settings.

### Action Step 1 **5**

English Language Learners will have the opportunity to work in small group tutorials to develop skills in order to use English as the academic language.

### Person Responsible

### Schedule

Weekly, from 8/25/2014 to 5/29/2015

### Evidence of Completion

Diagnostic Assessments, ELA Assessments, Informal assessment feedback from tutorial teachers.



**Action Step 2** 5

Student at risk of not achieving proficiency on Algebra I, Geometry, Biology EOC's, FCAT retake, or ELA assesment will have the opportunity to work in small group tutorials to develop the skills and confidence required to achieve success.

**Person Responsible**

amy mceachran-todd

**Schedule**

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

**Evidence of Completion**

Diagnostic Assessments, classroom assessments, state assessments

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

Student achievement levels will be identified before tutorial. Tutorial teacher and classroom teacher will collaborate regarding individual student needs. Materials and supplies will be available when needed.

**Person Responsible**

amy mceachran-todd

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Attendance sheets, lesson plans, and samples of student work will be collected and monitored for effectiveness of program.

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

Student work samples will be checked, students' grades will be monitored, tutorial teachers will confer with classroom teachers regarding improvement or continued weakness.

**Person Responsible**

amy mceachran-todd

**Schedule**

Monthly, from 9/27/2014 to 5/29/2015

**Evidence of Completion**

Student grades and assessment data will be analyzed for student improvement.

**G1.B1.S2** Expand AICE English classes. 4

S126150

**Strategy Rationale**

AICE curriculum is rigorous yet accessible to students.

**Action Step 1** 5

Increase the number of AICE classes offered to students.

**Person Responsible**

Lyndon Clemons

**Schedule**

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

**Evidence of Completion**

Student schedules, grades, and AICE test results will be used to demonstrate completion of the activity.

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

Students will be screened by grades, assessment data, and teacher recommendation to ensure appropriate placement in classes.

**Person Responsible**

Lyndon Clemons

**Schedule**

On 8/15/2014

**Evidence of Completion**

Students' graduation status, grade point average, assessment data, and teacher recommendations will be collected and used for appropriate placement of students in AICE classes.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Student grades and assessments will be reviewed to monitor effectiveness of program. Teacher will have support from department instructional leader, academic assistant principals, peer teachers from other schools, and assitant principal responsible for supporting AICE learning.

**Person Responsible**

Lyndon Clemons

**Schedule**

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

**Evidence of Completion**

Students' grades and assessment data will be collected to demonstrate that the strategy was implemented with effectiveness.

**G1.B1.S3** Provide content rich classrooms that support rigorous instruction. 4

 S134306

**Strategy Rationale**

Disadvantaged students deserve access to technology, literature, and other materials that enrich and support their academic experience.

**Action Step 1** 5

Provide content rich classrooms that support rigorous instruction.

**Person Responsible**

amy mceachran-todd

**Schedule**

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

**Evidence of Completion**

Lesson plans, observations, and student work samples will be collected to demonstrate completion of the activity.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Students will have opportunities to interact with text in multiple formats-print and electronic in order to extend their reading skills.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Documentation of title I expenditures will demonstrate that strategy was implemented.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

State assessment results, student grades, lesson plans, and student work samples will be monitored to demonstrate effectiveness of implementation.

**Person Responsible**

amy mceachran-todd

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

State assessment results, student grades, and lesson plans will be used to demonstrate that materials were used effectively.

**G1.B2** Some students lack the motivation and confidence to commit to the rigorous work required to graduate on time. **2**

 B111431

**G1.B2.S1** Increase efficiency of Graduation Task Force designed to monitor each senior individually. **4**

 S122872

### **Strategy Rationale**

Our students need constant support, encouragement, and reminders of the steps to graduation. Graduation Task Force provides extra eyes and support on each student.

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

Graduation Task Force members will be assigned a cohort of approximately 20 students to monitor. Task force members will meet with their students twice each month to discuss strategies needed to ensure graduation. Task Force members will also contact parents, offer encouragement, and reinforce action steps taken by the students.

#### **Person Responsible**

Alexis Glenn

#### **Schedule**

Biweekly, from 8/25/2014 to 5/8/2015

#### **Evidence of Completion**

Individual conference notes and meeting notes

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

Each Task Force member must report verbally on his or her students at each meeting. A master set of notes is kept of all reports

#### **Person Responsible**

Alexis Glenn

#### **Schedule**

Biweekly, from 9/8/2014 to 5/8/2015

#### **Evidence of Completion**

Task Force member reports, copy of master notes

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

Graduation status reports will be used to calculate percentage of students on track to graduate

**Person Responsible**

Alexis Glenn

**Schedule**

Biweekly, from 9/8/2014 to 5/8/2015

**Evidence of Completion**

Percentage of on track students will increase from month to month

**G1.B2.S2** Tutorials will be implemented for second language learners who are seeking industry certification. 4

 S122873

**Strategy Rationale**

Industry certification increases options and opportunities for students who may not be able to complete four year college degrees. Second language learners need support to overcome the barrier of not understanding the English language.

**Action Step 1 5**

Second language students will have the opportunity to work in small group tutorials to develop skills needed to achieve technology industry certifications that increase their employ-ability at a pace that is appropriate for their learning needs. Second language learners are often discouraged because their language barrier delays their ability to achieve all graduation requirements.

**Person Responsible**

Dominick Rizzatti

**Schedule**

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

**Evidence of Completion**

Attendance records, lesson plans

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

Support for teacher including parent contact, monitoring of attendance, student direction

**Person Responsible**

Dominick Rizzatti

**Schedule**

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

***Evidence of Completion***

Attendance records, lesson plans, industry certifications

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

Industry certifications achieved by students

**Person Responsible**

Dominick Rizzatti

**Schedule**

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

***Evidence of Completion***

Students will achieve industry certifications, students who fail to meet certification will be re-enrolled in tutorial

**G1.B3** Teachers must adapt to the rigor of changing standards and are not sure how to plan and implement rigorous instructional activities. **2**

 B114619

**G1.B3.S1** Provide ongoing professional development and classroom support to teachers regarding instructional practice and data analysis. **4**

 S132404

### **Strategy Rationale**

Teachers need guidance, modeling and feedback that will support the growth of their instructional practice and ability to analyze and respond to data.

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

Academic coaches will support teachers using the coaching model for classroom practice. Coaches will also guide teachers in understanding new standards, designing standards based instruction, developing assessments, analyzing assessment data, and making instructional decisions in response to data.

#### **Person Responsible**

amy mceachran-todd

#### **Schedule**

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

#### **Evidence of Completion**

Coaches logs, meeting notes, assessment samples, and teacher conference notes will be used to demonstrate completion of this activity.

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1** **6**

Teachers will have access to academic coach for modeling lessons, co-teaching, informal analysis practice, and conferencing for feedback. Teachers will also have access to formal professional development delivered by coaches. Coaches will support teachers as they unpack new standards, develop instructional activities, and increase their capacity to assess and analyze results to improve their instructional impact.

#### **Person Responsible**

amy mceachran-todd

#### **Schedule**

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

#### **Evidence of Completion**

Coaches logs, meeting notes, assessment samples, data analysis sheets, lesson plans will be used to demonstrate that the program was monitored and evaluated for effectiveness.



**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Teacher lesson plans and observation data will be monitored to demonstrate the effectiveness of the implementation.

**Person Responsible**

amy mceachran-todd

**Schedule**

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

**Evidence of Completion**

Evidence of rigorous instructions, appropriate assessment, and reflection in less plans will be monitored to demonstrate effectiveness of implementation.

**G1.B3.S2** Provide opportunities for teachers to attend out of district professional development activities.

4

 S132405

**Strategy Rationale**

Expert professional development is often offered outside of the district. Teachers should have access to researched based strategies to support student success.

**Action Step 1** 5

Select high quality, appropriate out of district professional development opportunities for teachers to attend.

**Person Responsible**

amy mceachran-todd

**Schedule**

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

**Evidence of Completion**

Workshop agendas and reflections will be collected to demonstrate completion of the activity.

**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Lesson plans and observations will be used to demonstrate that teachers are implementing strategies learned through out of district workshops.

**Person Responsible**

amy mceachran-todd

**Schedule**

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

***Evidence of Completion***

Lesson plans and observation data will be collected to demonstrate that program was implemented with fidelity.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Student engagement and learning will increase when new strategies are implemented effectively

**Person Responsible**

amy mceachran-todd

**Schedule**

Biweekly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Teacher observation data will show increase in "ticks" in Design Question 5. Informal assessment collected after implementation of new strategies will demonstrate effectiveness of strategy.

**G1.B4** Parents are unaware of changing standards, assessments, and graduation requirements and do not know how to support their students. 2

B114622

**G1.B4.S1** Provide learning opportunities for parents at times that are convenient for them. 4

S132406

### Strategy Rationale

Most families work during the day and need evening opportunities to interact with the school community,

### Action Step 1 5

Schedule parent training nights throught the school year to teach parents what is required of students and how to support them in academic success and for post secondary readiness.

#### Person Responsible

amy mceachran-todd

#### Schedule

Every 2 Months, from 9/1/2014 to 6/4/2015

#### Evidence of Completion

Notification of activities, agendas, sign in sheets, and evaluations will be used to demonstrate completion of the activity.

### Action Step 2 5

Return counselors to school early to allow time for in-depth parent conferencing regarding students' four year course mapping, special circumstances and information pertaining to student progression.

#### Person Responsible

amy mceachran-todd

#### Schedule

Daily, from 8/4/2014 to 8/18/2014

#### Evidence of Completion

Times sheets and logs will be collected to demonstrate completion of the activity.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Materials will be provided as needed, planning time and meetings will be scheduled, food items will be ordered, access to avenue of promotion ( website, Edline, flyers, marquee) will be provided.

**Person Responsible**

amy mceachran-todd

**Schedule**

Every 2 Months, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Agendas, sign in sheets, and parent evaluations will be collected and monitored to demonstrate strategy was implemented with fidelity.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Attendance rate and feedback from parents will be monitored for effectiveness of strategy.

**Person Responsible**

amy mceachran-todd

**Schedule**

Every 2 Months, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Sign in sheets will be collected and parent evaluation responses will be used to monitor the effectiveness of parent trainings.

**G2. Implement specific programs to meet the needs of at-risk students. 1**

G045151

**G2.B1 Students lack motivation and discipline to maintain focus in comprehensive high school setting. 2**

B111436

**G2.B1.S1 Continue to operate the Graduation Task Force 4**

S122881

**Strategy Rationale**

Task Force members provide extra support, accountability, and encouragement for at risk students to meet graduation requirements on time.

**Action Step 1 5**

Continue to operate the Graduation Task Force

**Person Responsible**

Alexis Glenn

**Schedule**

Biweekly, from 8/25/2014 to 5/8/2015

**Evidence of Completion**

Graduation status reports, monthly meeting notes, and task force member logs will be used to document that the strategy was completed.

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

Task force members will meet with the students on their list and report status of each student to the group at bi-weekly meetings.

**Person Responsible**

Alexis Glenn

**Schedule**

Biweekly, from 9/8/2014 to 5/8/2015

**Evidence of Completion**

Graduation status reports, monthly meeting notes, and task force member logs will be used to document that the strategy was completed.

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

Effectiveness of implementation will be demonstrated as more students are considered on track for graduation.

**Person Responsible**

Alexis Glenn


**Schedule**

Biweekly, from 9/8/2014 to 5/8/2015

**Evidence of Completion**

Bi-weekly graduation reports will demonstrate that the strategy is being implemented with effectiveness.

**G2.B1.S2** Refine New Horizons, Horizons, and extended day programs for students who require a smaller setting and flexible scheduling in order to succeed. 4

 S134294

**Strategy Rationale**

New Horizons, Horizons, and extended day programs provide small group instruction, as well as online credit recovery in a small setting.

**Action Step 1** 5

Refine New Horizons, Horizons, and extended day programs will be expanded and refined for students who require a smaller setting and flexible scheduling in order to succeed.

**Person Responsible**

Alexis Glenn

**Schedule**

Daily, from 8/18/2014 to 6/30/2015

**Evidence of Completion**

Attendance records, E2020 progress, graduation status screens, and grade point averages will be used to demonstrate completion of activity.

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

Progress of students participating in the programs will be monitored continually. Students will either complete all graduation requirements or transition into regular comprehensive environment when ready.

**Person Responsible**

Alexis Glenn

**Schedule**

Biweekly, from 8/18/2014 to 6/30/2015

***Evidence of Completion***

Conference notes, tracking grades, and monitoring counseling and other services provided to students, number of students transitioning from program, and student feedback will be used to monitor that program is implemented with fidelity.

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

Effectiveness of the program will be measured by the number of students who complete graduation requirements, raise their grade point average, and transition to the regular schedule.

**Person Responsible**

Alexis Glenn


**Schedule**

Biweekly, from 8/18/2014 to 6/30/2015


***Evidence of Completion***

Graduation status, grades, and attendance will be used to monitor that the strategy is being implemented with effectiveness.

**G2.B2** Some students enter high school over age and behind their age appropriate cohort. 2

 B111437

**G2.B2.S1** Offer alternate track for Fast Track students to earn 18 credit Excel Diploma, including summer opportunities. 4

 S122882

**Strategy Rationale**

The 18 credit option offers an opportunity for over age students to graduate on time with their cohort.

**Action Step 1** 5

Offer alternate track for Fast Track students to earn 18 credit Excel Diploma, including summer opportunities.

**Person Responsible**

amy mceachran-todd

**Schedule**

Daily, from 8/18/2014 to 6/30/2015

**Evidence of Completion**

Lesson plans, attendance documentation, and student grades will be collected to document that strategy was completed.

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

Students will receive extra support through guidance and administration, including encouragement and monitoring of grades and progress.

**Person Responsible**

amy mceachran-todd

**Schedule**

Weekly, from 7/1/2014 to 6/30/2015

**Evidence of Completion**

Counselor logs, grade point averages, grades, and attendance will be collected to demonstrate that strategy was completed.



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

Students' grade point averages will increase and they will move toward completion of graduation requirements. Counselors will be supported by administrator. Parents will be involved in decision making and kept informed of students successes and struggles.

**Person Responsible**

amy mceachran-todd


**Schedule**

Biweekly, from 7/1/2014 to 6/30/2015

**Evidence of Completion**

A folder is kept on each student which includes a log of meetings with students and/or parents, all documentation of agreements and understandings required to participate in program, as well as a copy of the student's three year plan to graduation including tracking of grade point average.

**G2.B3** Some students need extra time and alternative approaches to credit recovery. 2

 B111438

**G2.B3.S1** Offer summer opportunities for English Credit Recovery with a certified teacher. 4

 S122883

**Strategy Rationale**

At risk students find the online English credit recovery overwhelming, due to the amount of text that is required to be read.

**Action Step 1** 5

Offer summer opportunities for English Credit Recovery with a certified teacher.

**Person Responsible**

amy mceachran-todd

**Schedule**

Daily, from 6/8/2015 to 6/30/2015

**Evidence of Completion**

Grade sheets, attendance records, student work, and grade change documentation will be used to document completion of the strategy.

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

Guidance counselors will identify students in need of English credit recovery and complete the registration process. Registered students' information will be entered into a google doc that will be used by the teacher to determine appropriate curriculum. Administrator will monitor student attendance and progress.

**Person Responsible**

amy mceachran-todd

**Schedule**

Daily, from 6/8/2015 to 6/30/2015

**Evidence of Completion**

Attendance records, grade sheets, and grade change forms will be collected to demonstrate that program was implemented with fidelity.

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

Effectiveness of the implementation will be monitored by the number of students who recover credit.

**Person Responsible**

amy mceachran-todd

**Schedule**

Weekly, from 6/8/2015 to 6/30/2015

**Evidence of Completion**

Attendance records, grade sheets, and grade change forms will be collected to demonstrate that program was implemented with fidelity.

**G3. Implement systems to support positive behavior and Single School Culture. 1**

G045152

**G3.B1 Students lack organization and study skills needed for success in school. 2**

B122410

**G3.B1.S1 Continue to implement school wide AVID strategies and and tutorials. 4**

S134327

**Strategy Rationale**

First generation college students do not have the support or learn the skills in the home that will contribute to their secondary and post secondary academic success.

**Action Step 1 5**

Continue to implement school wide AVID strategies and and tutorials.

**Person Responsible**

Matthew Bezio

**Schedule**

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

**Evidence of Completion**

Time sheets for tutors, student work and tutorial documentation will be used to document that strategy was completed.

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

AVID coordinator will monitor records of AVID tutorial teachers, including schedules and documentation of tutorial sessions.

**Person Responsible**

Matthew Bezio

**Schedule**

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

**Evidence of Completion**

Attendance records, tutor schedules, tutorial documentation, and student feedback will be used to demonstrate that the strategy was implemented with fidelity.

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

Effectiveness of tutorial will be supported by AVID elective teachers, ensuring that students are prepared for tutorials and that tutors follow appropriate procedures.

**Person Responsible**

Matthew Bezio

**Schedule**

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

**Evidence of Completion**

Attendance records, tutor schedules, tutorial documentation, and student feedback will be used to demonstrate that the strategy was effective.

**G3.B2** Students lack social skills and self discipline to make positive behavior and life choices. 2

 B122411

**G3.B2.S1** Implement CHAMPS program for classroom management and positive behavior support. 4

 S135365

**Strategy Rationale**

Teachers need to teach behavior expectations and provide structure for at risk students.

**Action Step 1** 5

Implement CHAMPS program for classroom management and positive behavior support.

**Person Responsible**

Alexis Glenn

**Schedule**

Monthly, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

Documentation of CHAMPS plans for each teacher will be collected to demonstrate completion of activity.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

Level 1 discipline data will be monitored to support fidelity of program. Teachers will be supported as needed during implementation of CHAMPS expectations.

**Person Responsible**

David Ferguson

**Schedule**

Biweekly, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

Level 1 discipline data will be collected to demonstrate that the strategy was monitored and implemented with fidelity.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Effectiveness of implementation will be demonstrated through a decrease in level 1 discipline incidents.

**Person Responsible**

David Ferguson

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Level 1 discipline data and teacher intervention documentation will be used to monitor that strategy is effective.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Graduation Task Force members will be assigned a cohort of approximately 20 students to monitor. Task force members will meet with their students twice each month to discuss strategies needed to ensure graduation. Task Force members will also contact parents, offer encouragement, and reinforce action steps taken by the students.	Glenn, Alexis	8/25/2014	Individual conference notes and meeting notes	5/8/2015 biweekly
G1.B2.S2.A1	Second language students will have the opportunity to work in small group	Rizzatti, Dominick	10/6/2014	Attendance records, lesson plans	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	tutorials to develop skills needed to achieve technology industry certifications that increase their employ-ability at a pace that is appropriate for their learning needs. Second language learners are often discouraged because their language barrier delays their ability to achieve all graduation requirements.				
G2.B1.S1.A1	Continue to operate the Graduation Task Force	Glenn, Alexis	8/25/2014	Graduation status reports, monthly meeting notes, and task force member logs will be used to document that the strategy was completed.	5/8/2015 biweekly
G2.B2.S1.A1	Offer alternate track for Fast Track students to earn 18 credit Excel Diploma, including summer opportunities.	mceachran-todd, amy	8/18/2014	Lesson plans, attendance documentation, and student grades will be collected to document that strategy was completed.	6/30/2015 daily
G2.B3.S1.A1	Offer summer opportunities for English Credit Recovery with a certified teacher.	mceachran-todd, amy	6/8/2015	Grade sheets, attendance records, student work, and grade change documentation will be used to document completion of the strategy.	6/30/2015 daily
G1.B1.S1.A1	English Language Learners will have the opportunity to work in small group tutorials to develop skills in order to use English as the academic language.		8/25/2014	Diagnostic Assessments, ELA Assessments, Informal assessment feedback from tutorial teachers.	5/29/2015 weekly
G1.B1.S2.A1	Increase the number of AICE classes offered to students.	Clemons, Lyndon	8/18/2014	Student schedules, grades, and AICE test results will be used to demonstrate completion of the activity.	6/4/2015 daily
G1.B3.S1.A1	Academic coaches will support teachers using the coaching model for classroom practice. Coaches will also guide teachers in understanding new standards, designing standards based instruction, developing assessments, analyzing assessment data, and making instructional decisions in response to data.	mceachran-todd, amy	8/18/2014	Coaches logs, meeting notes, assessment samples, and teacher conference notes will be used to demonstrate completion of this activity.	5/29/2015 weekly
G1.B3.S2.A1	Select high quality, appropriate out of district professional development opportunities for teachers to attend.	mceachran-todd, amy	8/18/2014	Workshop agendas and reflections will be collected to demonstrate completion of the activity.	5/29/2015 quarterly
G1.B4.S1.A1	Schedule parent training nights through the school year to teach parents what is required of students and how to support them in academic success and for post secondary readiness.	mceachran-todd, amy	9/1/2014	Notification of activities, agendas, sign in sheets, and evaluations will be used to demonstrate completion of the activity.	6/4/2015 every-2-months
G1.B1.S3.A1	Provide content rich classrooms that support rigorous instruction.	mceachran-todd, amy	8/18/2014	Lesson plans, observations, and student work samples will be collected to demonstrate completion of the activity.	6/4/2015 daily
G3.B1.S1.A1	Continue to implement school wide AVID strategies and and tutorials.	Bezio, Matthew	8/18/2014	Time sheets for tutors, student work and tutorial documentation will be used to document that strategy was completed.	6/4/2015 weekly
G2.B1.S2.A1	Refine New Horizons, Horizons, and extended day programs will be expanded and refined for students who require a smaller setting and flexible scheduling in order to succeed.	Glenn, Alexis	8/18/2014	Attendance records, E2020 progress, graduation status screens, and grade point averages will be used to demonstrate completion of activity.	6/30/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1	Implement CHAMPS program for classroom management and positive behavior support.	Glenn, Alexis	10/1/2014	Documentation of CHAMPS plans for each teacher will be collected to demonstrate completion of activity.	6/4/2015 monthly
G1.B1.S1.A2	Student at risk of not achieving proficiency on Algebra I, Geometry, Biology EOC's, FCAT retake, or ELA assesment will have the opportunity to work in small group tutorials to develop the skills and confidence required to achieve success.	mceachran-todd, amy	9/29/2014	Diagnostic Assessments, classroom assessments, state assessments	5/29/2015 weekly
G1.B4.S1.A2	Return counselors to school early to allow time for in-depth parent conferencing regarding students' four year course mapping, special circumstances and information pertaining to student progression.	mceachran-todd, amy	8/4/2014	Times sheets and logs will be collected to demonstrate completion of the activity.	8/18/2014 daily
G1.MA1	Graduation status, grade point averages, and ongoing assessment results will be monitored to determine success of programs.	mceachran-todd, amy	8/25/2014	Percentage of on time graduates, student assessment results, and school grade will be used to determine success of programs.	5/29/2015 monthly
G1.B2.S1.MA1	Graduation status reports will be used to calculate percentage of students on track to graduate	Glenn, Alexis	9/8/2014	Percentage of on track students will increase from month to month	5/8/2015 biweekly
G1.B2.S1.MA1	Each Task Force member must report verbally on his or her students at each meeting. A master set of notes is kept of all reports	Glenn, Alexis	9/8/2014	Task Force member reports, copy of master notes	5/8/2015 biweekly
G1.B1.S1.MA1	Student work samples will be checked, students' grades will be monitored, tutorial teachers will confer with classroom teachers regarding improvement or continued weakness.	mceachran-todd, amy	9/27/2014	Student grades and assessment data will be analyzed for student improvement.	5/29/2015 monthly
G1.B1.S1.MA1	Student achievement levels will be identified before tutorial. Tutorial teacher and classroom teacher will collaborate regarding individual student needs. Materials and supplies will be available when needed.	mceachran-todd, amy	8/25/2014	Attendance sheets, lesson plans, and samples of student work will be collected and monitored for effectiveness of program.	5/29/2015 weekly
G1.B3.S1.MA1	Teacher lesson plans and observation data will be monitored to demonstrate the effectiveness of the implementation.	mceachran-todd, amy	8/18/2014	Evidence of rigorous instructions, appropriate assessment, and reflection in lessso plans will be monitored to demonstrate effectiveness of implementation.	6/4/2015 monthly
G1.B3.S1.MA1	Teachers will have access to academic coach for modeling lessons, co-teaching, informal analysis practice, and conferencing for feedback. Teachers will also have access to formal professional development delivered by coaches. Coaches will support teachers as they unpack new standards, develop instructional activities, and increase their capacity to assess and analyze results to improve their instructional impact.	mceachran-todd, amy	8/18/2014	Coaches logs, meeting notes, assessment samples, data analysis sheets, lesson plans will be used to demonstrate that the program was monitored and evaluated for effectiveness.	6/4/2015 daily
G1.B4.S1.MA1	Attendance rate and feedback from parents will be monitored for effectiveness of strategy.	mceachran-todd, amy	9/1/2014	Sign in sheets will be collected and parent evaluation responses will be used to monitor the effectiveness of parent trainings.	6/4/2015 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	Materials will be provided as needed, planning time and meetings will be scheduled, food items will be ordered, access to avenues of promotion ( website, Edline, flyers, marquee) will be provided.	mceachran-todd, amy	9/1/2014	Agendas, sign in sheets, and parent evaluations will be collected and monitored to demonstrate strategy was implemented with fidelity.	6/5/2015 every-2-months
G1.B2.S2.MA1	Industry certifications achieved by students	Rizzatti, Dominick	10/6/2014	Students will achieve industry certifications, students who fail to meet certification will be re-enrolled in tutorial	5/29/2015 monthly
G1.B2.S2.MA1	Support for teacher including parent contact, monitoring of attendance, student direction	Rizzatti, Dominick	10/6/2014	Attendance records, lesson plans, industry certifications	5/29/2015 biweekly
G1.B1.S2.MA1	Student grades and assessments will be reviewed to monitor effectiveness of program. Teacher will have support from department instructional leader, academic assistant principals, peer teachers from other schools, and assitant principal responsible for supporting AICE learning.	Clemons, Lyndon	8/18/2014	Students' grades and assessment data will be collected to demonstrate that the strategy was implemented with effectiveness.	6/4/2015 biweekly
G1.B1.S2.MA1	Students will be screened by grades, assessment data, and teacher recommendation to ensure appropriate placement in classes.	Clemons, Lyndon	8/4/2014	Students' graduation status, grade point average, assessment data, and teacher recommendations will be collected and used for appropriate placement of students in AICE classes.	8/15/2014 one-time
G1.B3.S2.MA1	Student engagement and learning will increase when new strategies are implemented effectively	mceachran-todd, amy	9/1/2014	Teacher observation data will show increase in "ticks" in Design Question 5. Informal assessment collected after implementation of new strategies will demonstrate effectiveness of strategy.	6/4/2015 biweekly
G1.B3.S2.MA1	Lesson plans and observations will be used to demonstrate that teachers are implementing strategies learned through out of district workshops.	mceachran-todd, amy	9/1/2014	Lesson plans and observation data will be collected to demonstrate that program was implemented with fidelity.	5/29/2015 monthly
G1.B1.S3.MA1	State assessment results, student grades, lesson plans, and student work samples will be monitored to demonstrate effectiveness of implementation.	mceachran-todd, amy	9/1/2014	State assessment results, student grades, and lesson plans will be used to demonstrate that materials were used effectively.	6/5/2015 monthly
G1.B1.S3.MA1	Students will have opportunities to interact with text in multiple formats- print and electronic in order to extend their reading skills.		Documentation of title I expenditures will demonstrate that strategy was implemented.	one-time	
G2.MA1	Midterm grades, report cards, graduation status, grade point average, attendance records, and discipline reports will be used to determine progress toward the goal.	Glenn, Alexis	8/18/2014	Grades, attendance records, discipline reports, and graduation status will be collected and monitored to indicate that progress is being made toward goal.	6/30/2015 monthly
G2.B1.S1.MA1	Effectiveness of implementation will be demonstrated as more students are considered on track for graduation.	Glenn, Alexis	9/8/2014	Bi-weekly graduation reports will demonstrate that the strategy is being implemented with effectiveness.	5/8/2015 biweekly
G2.B1.S1.MA1	Task force members will meet with the students on their list and report status of each student to the group at bi-weekly meetings.	Glenn, Alexis	9/8/2014	Graduation status reports, monthly meeting notes, and task force member logs will be used to	5/8/2015 biweekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				document that the strategy was completed.	
G2.B2.S1.MA1	Students' grade point averages will increase and they will move toward completion of graduation requirements. Counselors will be supported by administrator. Parents will be involved in decision making and kept informed of students successes and struggles.	mceachran-todd, amy	7/1/2014	A folder is kept on each student which includes a log of meetings with students and/or parents, all documentation of agreements and understandings required to participate in program, as well as a copy of the student's three year plan to graduation including tracking of grade point average.	6/30/2015 biweekly
G2.B2.S1.MA1	Students will receive extra support through guidance and administration, including encouragement and monitoring of grades and progress.	mceachran-todd, amy	7/1/2014	Counselor logs, grade point averages, grades, and attendance will be collected to demonstrate that strategy was completed.	6/30/2015 weekly
G2.B3.S1.MA1	Effectiveness of the implementation will be monitored by the number of students who recover credit.	mceachran-todd, amy	6/8/2015	Attendance records, grade sheets, and grade change forms will be collected to demonstrate that program was implemented with fidelity.	6/30/2015 weekly
G2.B3.S1.MA1	Guidance counselors will identify students in need of English credit recovery and complete the registration process. Registered students' information will be entered into a google doc that will be used by the teacher to determine appropriate curriculum. Administrator will monitor student attendance and progress.	mceachran-todd, amy	6/8/2015	Attendance records, grade sheets, and grade change forms will be collected to demonstrate that program was implemented with fidelity.	6/30/2015 daily
G2.B1.S2.MA1	Effectiveness of the program will be measured by the number of students who complete graduation requirements, raise their grade point average, and transition to the regular schedule.	Glenn, Alexis	8/18/2014	Graduation status, grades, and attendance will be used to monitor that the strategy is being implemented with effectiveness.	6/30/2015 biweekly
G2.B1.S2.MA1	Progress of students participating in the programs will be monitored continually. Students will either complete all graduation requirements or transition into regular comprehensive environment when ready.	Glenn, Alexis	8/18/2014	Conference notes, tracking grades, and monitoring counseling and other services provided to students, number of students transitioning from program, and student feedback will be used to monitor that program is implemented with fidelity.	6/30/2015 biweekly
G3.MA1	Discipline data will be collected to monitor the number of level 1 incidents reported and the number of students with more than 2 incidents.	Ferguson, David	10/1/2014	Tracking of level 1 incidents and number of students with more than two incidents will be collected to demonstrate progress toward the target.	5/29/2015 monthly
G3.B1.S1.MA1	Effectiveness of tutorial will be supported by AVID elective teachers, ensuring that students are prepared for tutorials and that tutors follow appropriate procedures.	Bezio, Matthew	8/18/2014	Attendance records, tutor schedules, tutorial documentation, and student feedback will be used to demonstrate that the strategy was effective.	5/29/2015 weekly
G3.B1.S1.MA1	AVID coordinator will monitor records of AVID tutorial teachers, including schedules and documentation of tutorial sessions.	Bezio, Matthew	8/18/2014	Attendance records, tutor schedules, tutorial documentation, and student feedback will be used to demonstrate that the strategy was implemented with fidelity.	5/29/2015 monthly
G3.B2.S1.MA1	Effectiveness of implementation will be demonstrated through a decrease in level 1 discipline incidents.	Ferguson, David	10/1/2014	Level 1 discipline data and teacher intervention documentation will be used to monitor that strategy is effective.	5/29/2015 monthly
G3.B2.S1.MA1	Level 1 discipline data will be monitored to support fidelity of	Ferguson, David	10/1/2014	Level 1 discipline data will be collected to demonstrate that the	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	program. Teachers will be supported as needed during implementation of CHAMPS expectations.			strategy was monitored and implemented with fidelity.	

**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. Provide rigorous instruction in all classrooms

**G1.B3** Teachers must adapt to the rigor of changing standards and are not sure how to plan and implement rigorous instructional activities.

**G1.B3.S1** Provide ongoing professional development and classroom support to teachers regarding instructional practice and data analysis.

#### PD Opportunity 1

Academic coaches will support teachers using the coaching model for classroom practice. Coaches will also guide teachers in understanding new standards, designing standards based instruction, developing assessments, analyzing assessment data, and making instructional decisions in response to data.

##### Facilitator

Academic coaches

##### Participants

All teachers

##### Schedule

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

**G1.B3.S2** Provide opportunities for teachers to attend out of district professional development activities.

#### PD Opportunity 1

Select high quality, appropriate out of district professional development opportunities for teachers to attend.

##### Facilitator

Experts in specific instructional practice

##### Participants

Selected teachers as appropriate

##### Schedule

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

**G3. Implement systems to support positive behavior and Single School Culture.**

**G3.B2** Students lack social skills and self discipline to make positive behavior and life choices.

**G3.B2.S1** Implement CHAMPS program for classroom management and positive behavior support.

**PD Opportunity 1**

Implement CHAMPS program for classroom management and positive behavior support.

**Facilitator**

Alexis Glenn

**Participants**

All teachers

**Schedule**

Monthly, from 10/1/2014 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
<b>Goal 1:</b> Provide rigorous instruction in all classrooms	259,687
<b>Goal 2:</b> Implement specific programs to meet the needs of at-risk students.	16,949
<b>Goal 3:</b> Implement systems to support positive behavior and Single School Culture.	3,375
<b>Grand Total</b>	<b>280,011</b>

### Goal 1: Provide rigorous instruction in all classrooms

Description	Source	Total
<b>B1.S1.A1</b> - Salary for tutorial teachers. Supplies and instructional material.	Title I Part A	15,951
<b>B1.S1.A1</b> - Salary for tutorial teachers	Title III	0
<b>B1.S1.A1</b> - Tutorial buses	Title I Part A	9,500
<b>B1.S1.A2</b> - Salary and benefits for tutorial teachers Supplies and instructional materials for students	Title I Part A	15,951
<b>B1.S1.A2</b> - Tutorial buses	Title I Part A	9,500
<b>B1.S3.A1</b> - Classroom libraries, magazines and other print resources	Title I Part A	10,000
<b>B1.S3.A1</b> - Online subscriptions to support struggling readers	Title I Part A	3,000
<b>B1.S3.A1</b> - iPads to be used to support academic projects, research, and alterate reading format for struggling readers	Title I Part A	4,000
<b>B2.S2.A1</b> - Salary and benefits for tutorial teachers.	Title III	0
<b>B3.S1.A1</b> - Salary and benefits for academic coaches: 1.0 math coach 0.5 science coach 0.5 reading coach 0.5 writing coach	Title I Part A	171,875
<b>B3.S1.A1</b> - Supplies for professional development activities such as paper, ink, pens, pencils, highlighters, markers, post its, chart paper, folders, binders, sheet protectors, etc	Title I Part A	2,000
<b>B3.S2.A1</b> - Registration and travel expenses for teacher to attend out of county conferences such as AVID, AP Workshops, Florida Reading Association Conference, Florida Council for Teachers of Mathematics Conference	Title I Part A	7,053
<b>B4.S1.A1</b> - Materials and refreshments for parent trainings such as paper, ink, pencils, pens, highlighters, markers, post its, chart paper, folders, binders, hands on science materials, etc	Title I Part A	1,470
<b>B4.S1.A1</b> - Salaries and benefits for teachers to coordinate and conduct parent trainings	Title I Part A	3,866
<b>B4.S1.A2</b> - Extra duty days for counselors	Title I Part A	5,521
<b>Total Goal 1</b>		<b>259,687</b>

**Goal 2: Implement specific programs to meet the needs of at-risk students.**

Description	Source	Total
B2.S1.A1 - Salary and benefits for teachers	Title I Part A	10,950
B2.S1.A1 - Salary and benefits for bus driver	Title I Part A	999
B3.S1.A1 - Salary and benefits for teachers	Title I Part A	5,000
<b>Total Goal 2</b>		<b>16,949</b>

**Goal 3: Implement systems to support positive behavior and Single School Culture.**

Description	Source	Total
B1.S1.A1 - Salary and benefits for AVID tutors	Title I Part A	3,375
<b>Total Goal 3</b>		<b>3,375</b>