

Park Vista Community High School

7900 S JOG RD, Lake Worth, FL 33467

www.parkvistacommunityhighschool.com

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

37%

Alternative/ESE Center

No

Charter School

No

Minority

41%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Park Vista Community High School is committed to fostering a safe environment which respects diversity while providing an atmosphere of academic excellence, student involvement, and positive opportunities for all.

Provide the school's vision statement

1. Student learning is the chief priority of the school.
2. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
3. A safe, positive, and comfortable environment promotes student learning.
4. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
5. Students are prepared to achieve success in the global community.
6. Students will foster academic and career achievement as well as life-long learning.

School Environment

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

Park Vista Community High 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 the Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans.

Park Vista Community High School embraces single school culture and appreciation for multicultural diversity. Single School Culture training is conducted during preschool when Administrators meet with teachers in small groups to discuss academics, behavior and climate. During a Learning Team Meeting in the fall, a training for all faculty is conducted by administrators and members of the School-wide Positive Behavior Support Leadership Team.

Park Vista celebrates the cultures of our student and staff. The Multicultural Club is among the most popular school clubs. The club showcases the diverse backgrounds of our students and engages the student body in a variety of lunchtime and after school activities.

Teachers new to Park Vista receive training from our ELL Coordinator to orient them to our ELL students' cultures and to ensure that their educational needs are prioritized. Language Facilitators interact with students within the general education and ESE classes.

Park Vista offers a variety of Social Science courses including World Cultural Geography, World History, African American Studies, and Holocaust Studies. This year our debate team is scheduled to participate in research and debate on the Armenia Genocide.

Park Vista Community High School is utilizing link crew program as a means for incoming 9th graders to form bonds with upper class student mentors and successfully transition to high school. On August 11, 2014, new student orientation included team building activities, campus tours, and interaction with mentors. Link crew (Cobra Crew) activities are being planned for the entire school year.

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

The school provides a safe, clean, and healthy environment for students and staff. Emergency procedures such as fire drills, tornado drills, and other emergency procedures are conducted in

accordance with the District schedule. The school has a current Crisis Response Plan. Safety and Health Inspections are conducted periodically.

School leaders have created and adopted clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these expectations with stakeholders.

Each student is provided with a copy of the Park Vista COBRAS (Courteous, On time, Brilliant, Responsible, A role model, Safe) Matrix of expected behavior which defines behavior expectations for each area of campus: All settings, Classroom/area of instruction, courtyard/hallway, cafeteria, Gymnasium/Pep rallies, Media Center, Extra-curricular activities, Arrival/dismissal, bus, Field Trips, and Restrooms. Behavior Expectations are posted throughout campus. Behavior Expectation lessons are explicitly taught and documented. Recent lessons include Respect, Be Responsible, and Be Brilliant. A school-wide lesson, Be On Time, was conducted on August 20, 2014. In addition, a series of student produced videos are shown periodically to showcase behavior expectations.

Rewards are in place to recognize students and staff members. Students earn the use of electronic devices, fast passes to lunch, and COBRA rewards for meeting expectations.

School personnel are trained to actively supervise (move, scan and interact) in classroom and non-classroom settings throughout campus.

The school follows District Policy 5.002 as it pertains to bullying. Park Vista maintains a bully telephone hotline and drop box, investigates, reports, and provides support and assistance to victims and offenders. Teachers, Counselors and Administrators are trained in reporting guidelines and interventions.

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

Park Vista Community High School utilizes Positive Behavior Support. Expected student behaviors and routines for classrooms and all areas of campus are taught. Each student receives a copy of the COBRAS Behavior Matrix and booster training activities for students are conducted. Expected behaviors are positively reinforced.

In addition, the Student Handbook is reviewed with all students and made available on the school website, PVCHS.com. The principal also presents a video message to students, clearly defining behavior expectations. Student produced videos are also shown periodically school-wide to reinforce the message.

Teachers are trained in how to fairly and consistently handle both minor and major violations of the Student Code of Conduct. Corrective Behavior Intervention Forms are used to document classroom interventions for minor misbehavior. Teachers also maintain logs of parental contact. Teachers are trained to make reference to our Universal Guidelines and behavioral expectations when providing students with feedback. Park Vista utilizes the District's Student Discipline Referral to document disciplinary incidents. Data is collected and reviewed periodically. This ensures that the discipline system is fairly and consistently enforced.

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

Park Vista ensures that the social-emotional needs of all students are being met. Cobra Crew Orientation provides incoming 9th graders with information on the school's practices and assigns each freshman with an upper class mentor who assists and supports each freshman throughout the school year. The Guidance department presents "Freshmenology" to parents and guardians which offers parents strategies to assist their child in getting off to a successful start in high school. Information on clubs, sports and activities are shared with students and parents during New Student Orientation. Information on clubs, sports and activities are communicated through the newsletter, club rush, announcements, and posters.

Park Vista utilizes a Response to Intervention / School Based Team to provide mentoring and support

to students identified as being at risk. ESE students are assigned a case manager to support their educational experience. Guidance Counselors meet individually with all students for course registration and individual concerns. Assistant Principals are assigned to students by alphabet for additional support.

Park Vista offers support services to meet the physical, social, and emotional needs of students. A social personal class is offered to Emotional Behavior Disorder students. Our school Psychologist provides test anxiety group counseling.

Early Warning Systems

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

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

Attendance in class is crucial to optimal learning. Park Vista utilizes a computerized attendance system, automated phone contact system to notify parents of absences, and attendance warning letters when students reach five and ten absences in any class period. This system provides early warning of students with patterns of non-attendance. Students who are habitually absent meet with an Assistant Principal and their parent/guardian to develop intervention plans, including loss of driving privileges.

In addition, students who are tardy to class are identified and meet with Administrators to develop action plans and receive interventions / consequences.

Suspended students receive a letter from the principal which outlines procedures for receiving school work while on suspension. Students receive full credit for work while suspended. Students who are suspended for serious offenses, as well as students with multiple suspensions, are referred to the Problem Solving / School Based Team. This team develops an intervention plan and mentoring support.

Guidance Counselors meet individually with freshmen who receive "D" grades or fail English Language Arts, Mathematics, or other required courses for graduation. Online make up options are explored and tutoring support is recommended. The National Honor Society provides peer tutoring. In addition, free math tutoring is available during lunch daily. Tutoring and homework support are offered by many teachers. Prior to State End Of Course Exams, a series of Power Lunch tutorials are provided in Algebra, Geometry and Biology.

Students who score level one on statewide standardized assessments in language arts and algebra are provided with a reading or math support class. Instruction in this support class focuses on identified learning needs and attainment of academic skills.

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	20	27	19	25	91
One or more suspensions	64	61	49	54	228
Course failure in ELA or Math	79	96	131	105	411
Level 1 on statewide assessment	66	92	44	29	231

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	72	66	45	59	242

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

Intervention strategies to improve the academic performance of students identified by the early warning system:

The Multi-Tiered System of Support / Response to Instruction / Intervention is used to monitor the effectiveness of instruction and problem-solving processes. The school-based RtI Team meets every other week to engage in the following activities:

- Review universal screening data, diagnostic data, and progress monitoring data
- Identify students who are meeting / exceeding benchmarks or who are at risk for not meeting benchmarks and need additional academic and/or behavioral support
- Develop research-based intervention plans which address the student' needs
- Identify problems, develop plans, implement plans and assess progress toward goals
- Identify appropriate professional development and resources
- Collaborate, problem solve, share effective practices, evaluate implementation, make decision, and practice new processes and skills.

Increased learning Time / Extended learning opportunities are provided by Saturday Success Academy, Lunch bunch math tutoring, Power Lunches, VIP reading after school tutorials, classroom teacher tutoring support and online tutorials. Students requiring additional reading support utilize the Reading Plus program in intensive reading classes.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

82% of parents will attend at least one event at Park Vista during the 2014-15 School year.

Park Vista engages families in meaningful ways in the children's education and keeps them informed of their children's academic progress and school events.

Families are informed of their child's academic progress through the District's edline.

Park Vista live streams many athletic and parent information events for our school community to gain access using the internet.

Website (pvchs.com)

Newsletter (summer and spring editions are mailed to all families, other editions are available on the school website)

Marquee

Edline

Student and Family Handbook

Facebook

Dissemination of feedback surveys
Text messages via Remind
Email updates and reminders
Automated phone dialer
Invitations to school events, including honor society inductions, athletic signings, awards ceremonies, etc.
Open House
New Student Orientation / "Freshmanology"
Coffee talks with guidance
Adult / Community School Programs
SAC meetings
Academies Advisory Board Meetings
Electronic message boards
Volunteer program with variety of options for participation

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

Park Vista collaborates with the local community for the purpose of utilizing available resources to support students achievement by a myriad of ways:

- Business partnerships
- Academies Advisory Board
- School Advisory Committee
- Sponsorship opportunities
- Volunteer opportunities
- Parent involvement meetings including coffee talks, open house, new student orientation, parent/athlete meetings.

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
Myers, Reginald	Principal
DiFonte, Marie	Assistant Principal
Lanier, Reggie	Assistant Principal
Daucanski, LuAnne	Assistant Principal
Lawson, Pia	Assistant Principal
Peteck, Ronn	Assistant Principal
Videtto, Hal	Assistant Principal
DeMarzo, Jill	Dean
McDonough, James	Dean
Smith, Ellie	Teacher, ESE
Almashy, Lhisa	Teacher, K-12
Bailey, Kim	Teacher, Career/Technical

Duties

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

All members of the School Leadership Team serve as instructional leaders. Together they provide a common vision for the use of data-based decision making, ensure that goals for improvement in student learning and instruction are met, and manage the day-to-day operations in the school. A member of the School Leadership Team is assigned to each curriculum area /instructional department to provide support and leadership. The assigned administrator attends collaborative team meetings, reviews lesson plans, attends department meetings, engages in classroom walkthroughs and observations, monitors classroom instruction, serves as a curriculum resource to teachers, supports teacher development and training, conducts professional development, ensures equitable access for all students, and monitors the implementation of the School Improvement Plan. All members of the School Leadership Team support data-based decision making and the Rtl process. The Principal provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. Assistant Principal: Supports data-based decision making, ensures implementation of intervention support and documentation, coordinates professional development to support Rtl implementation. Exceptional Student Education Contact: Coordinates efforts of ESE teachers regarding student data collection, supports the integration of core instructional activities/ materials in ESE classes, and serves as a resource to General Education and ESE teachers regarding educational interventions to support ESE student learning. ELL Contact: Participates in student data collection, integrates core instructional activities/materials in ELL classes, and serves as a resource to General Education and ELL teachers regarding educational interventions to support ESOL student learning. The School Based Team Leader ensures that the team follows a structured problem solving process and provides support and follow up to students and families in need.

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

Park Vista Community High School identifies and aligns resources, including personnel, instructional and curricular, to meet the needs of all students and maximize desired student outcomes. Highly qualified teachers are assigned to teach within their areas of certification. The Master Schedule is developed within State and District guidelines, with the priority on student instructional needs. Language Arts, Reading, Algebra, Geometry and Biology teachers work in cooperative teams and meet weekly during a common planning period to focus instruction on essential knowledge targets, develop common mini-assessments, assess student performance, and share instructional practices that support student learning.

Professional Development for staff is provided during scheduled Learning Team Meetings. Professional Development is designed based on identified goals determined by the School Improvement Plan, teacher surveys, and District initiatives.

As a non-Title 1 school, Park Vista is allocated financial support per the District formula. Grant funding for tutorials, facilities rental income and SAC approved funding are used for supplemental academic services, including Saturday Success Academy and VIP tutoring. Advanced Placement and AICE monies supplement these designated programs. ESE and ELL funds are designated for use within these specific programs. In addition, Park Vista receives funding for Career Academies. The Principal and Assistant Principals meet monthly with subject area department chairs where department chairs share their priorities and align resources. The department chairs also work with administration to align personnel within the master schedule.

Park Vista utilizes a systematic approach to data collection and review. Baseline data includes Florida Comprehensive Assessment Test (FCAT), Curriculum based measurement, Palm Beach County Fall Diagnostics, End Of Course Exams, Palm Beach Writes, Florida Assessment for Instruction in Reading (FAIR), Comprehensive English Language Learning Assessment (CELLA), Discipline referrals, and retentions. Midyear data includes Palm Beach County Winter Diagnostics, and curriculum based measurements. End of year data review includes Florida Comprehensive Assessment Test (FCAT), End of Course Exams and AP/ACT/SAT/AICE scores. Data is reviewed periodically and instructional practices are modified to address individual student needs. Data review is also conducted to determine professional development needs, teacher support practices and teaching assignments.

MTSS includes School Based Team, Rtl and School-wide Positive Behavior Support to integrate academic, behavioral instruction and interventions.

Park Vista Community High School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We update our Action Plans during SwPBS Leadership Team meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
	Education Support Employee
Ellie Smith, SAC Chair	Teacher
Reginald Myers	Principal
	Student
Jeff Trynz	Parent
Laura Nolan-Telafor	Parent
Leah Grossman	Business/Community
Nicole Kornblum	Parent
Taylor Knight	Student
Tula Hudson-Miller	Parent
Arnie Rich	Business/Community
	Student
Joe Griffin	Business/Community
	Student
LuAnne Daucanski	Education Support Employee
Marie DiFonte	Education Support Employee
Nelva Alvarado	Education Support Employee
Ryan Lumbreras	Business/Community
Tricia Marinella	Business/Community
Fran Prezioso	Business/Community
Gina Craparo	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 School Advisory Council reviewed and evaluated the 2013-14 School Improvement Plan. The School Advisory Council participated in a School Improvement Plan brainstorm session on February 19, 2014. During this session the 2013-14 School Improvement Plan was reviewed and strategies for inclusion in the 2014-15 School Improvement Plan were discussed. During School Advisory Council meetings each month, Park Vista Administration addresses progress toward meeting the goals specified in the School Improvement Plan.

Development of this school improvement plan

The primary role of the School Advisory Council is to collaborate with school personnel to maintain, monitor, and evaluate progress in meeting the objectives of the School Improvement Plan. Park Vista Administration updates School Advisory Council members on curriculum, instruction, budget, staff development, and activities at each scheduled monthly meeting. This provides School Advisory Council members the opportunity for ongoing discourse related to school improvement strategies. On October 16, 2013 the School Advisory Council reviewed and approved the 2013-14 School Improvement Plan. The School Advisory Council participated in a School Improvement Plan brainstorm session on February 19, 2014. During this session the 2013-14 School Improvement Plan was reviewed and strategies for inclusion in the 2014-15 School Improvement Plan were discussed.

On September 17, 2014 the School Improvement Plan was presented to SAC for approval. The SAC also receives monthly financial reports and participates in the allocation of resources to fund services and programs.

Preparation of the school's annual budget and plan

The SAC receives monthly financial reports and participates in the allocation of resources to fund services and programs.

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

The projected use of funds is to support implementation of School Improvement Plan Objectives. During the 2013-14 school year SAC budgeted the following:
 Printing Services (Newsletter / Handbooks / Calendars): \$2485.12

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
Myers, Reginald	Principal
Daucanski, LuAnne	Assistant Principal
Almashy, Lhisa	Teacher, K-12
Manski, Nicole	Teacher, K-12
Stone, Rachel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The School-based Literacy Leadership Team uses data-based decision making to implement research based reading intervention strategies. The LLT reviews screening data, diagnostic data, and progress monitoring data. The LLT identifies students who are meeting/exceeding benchmarks or who are at risk for not meeting benchmarks and need additional academic and/or behavioral support. The LLT ensures implementation of literacy plans, ensures implementation of intervention support and documentation, coordinates professional development to support literacy initiatives, and communicates with parents regarding school based literacy plans and activities.

The Literacy Leadership Team promotes literacy within the school by providing effective instructional and assessment strategies through professional development trainings. Teachers engage students with instructional strategies and best practices shared in Learning Team Meetings. They will provide a variety of methods to address the learning needs of students in nonmastered areas. Reading teachers will also conduct standards-based common assessments and share results and strategies in weekly meetings.

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

Strategies to encourage positive working relationships between teachers, including collaborative planning and instruction:

Language Arts, Reading, Algebra, Geometry, Biology, and American History teachers work in cooperative teams and meet weekly during a common planning period. They focus instruction on essential knowledge targets, develop common mini-assessments, assess student performance, and share instructional practices that support student learning.

During regularly scheduled Learning Team Meetings, a variety of trainings are conducted in small groups, with content presented by teachers to their department members.

Park Vista Community High School operates with one extended lunch period. This affords staff members the opportunity to interface with colleagues.

Park Vista's hospitality committee endeavors to promote positive working relationships between teachers and staff members by scheduling a variety of activities throughout the school year.

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

School based administrators utilize the District's Department of Recruitment and Retention for hiring and placement procedures. Available positions are posted on the District's employment website. Teams of administrators and teacher leaders interview prospective teachers. Applicants are monitored and assisted in the hiring process in an effort to reduce length of hiring process. The school utilizes a system of support to retain effective teachers. This includes regular meetings and training sessions of new teachers with Assistant Principal, Educator Support Program, Staff Development through Learning Team Meetings, and Curriculum Support.

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

First year teachers participate in the Educator Support Program (ESP), the District'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.

In addition to ESP, all new teachers engage in Park Vista's New Teacher Academy. Meetings are held twice a month to share information on effective teacher practices and single school culture. Each first year teacher is assigned a mentor who has a common content area certification with Clinical Education Training. Professional development includes integration of literacy and EOC skills into curriculum, lesson plan review, classroom observations, videotaping of lessons, and support.

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

Park Vista ensures its core instructional programs and materials are aligned to the Florida Standards. Teachers meet weekly in cooperative groups with an administrator to focus and align instruction to current standards. Data from common assessments and Diagnostics are used to appraise instruction and progress toward goals. Administrators conduct frequent classroom observations and review Lesson Plans. The District provides resources, including course scope and sequence, sample lessons and activities, and common assessments. Adopted textbooks and ancillary materials align with the curriculum. Teachers receive standards based trainings in Learning Team Meetings.

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

Park Vista utilizes a systematic approach to data collection and reviews. Baseline data includes previous assessment results, curriculum based measurement, Palm Beach County Fall Diagnostics, End of Course Exams, Writing Assessment Data, Florida Assessment for Instruction in Reading (FAIR), Comprehensive English Language Learning Assessment (CELLA), discipline referrals, and retentions.

Individual teachers have access through the Educational Data Warehouse to each student's assessment data. This allows for identification of students who are meeting / exceeding benchmarks or who are at risk for not meeting benchmarks and need additional academic and/or behavioral support.

Each reading teacher is assigned to a small learning community of content area teachers and provides literacy strategies to this group. In addition, content area teachers provides copies of journal articles, course textbooks and other resources to the reading teacher, enabling the reading teacher to provide direct reading instruction in a variety of content areas.

Teachers collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new process and skills in Collaborative Team meetings. Common mini-assessments are used to assess student learning and identify students in need of re-teaching or enrichment.

A facilitative support model is utilized to provide academic support to ESE students as specified in the IEP. The facilitative support ESE teacher serves as a resource to the general education teacher for educational interventions. The ELL Coordinator and Language Facilitators serve as a resource to general education teachers to support learning for ELL students.

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

Strategy: Weekend Program

Minutes added to school year: 1,260

Saturday Success Academy is a tutoring program that targets students with a demonstrated need for remediation prior to statewide assessments. Lessons and activities are designed to focus learning on attainment of specific benchmarks and standards. Saturday Success Academy is offered in the spring to provide remediation and enrichment to select students. The classes focus on skills development for successful Florida Standards Assessments and End of Course Exam results.

Strategy Rationale

Saturday Success Academy is offered for additional instruction in core academic subjects. The classes focus on skills development for successful Literacy Assessments and End of Course Exam results.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Myers, Reginald, reginald.myers@palmbeachschools.org

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

Statewide Literacy assessment data, as well as End of Course Exam results are analyzed to determine effectiveness of Saturday Success Academy on student results.

Strategy: Extended School Day

Minutes added to school year: 1,080

Power Lunches are offered in the Spring prior to end of course exams to provide support to students.

Strategy Rationale

Power Lunches provide instruction in core academic subjects of Algebra, Geometry and Biology. Power Lunch topics are advertised to students and teachers recommend students to attend specific lessons to improve comprehension on select topics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

DiFonte, Marie, marie.difonte@palmbeachschools.org

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

End of Course Exam results are analyzed to determine effectiveness of Power Lunches.

Strategy: Extended School Day

Minutes added to school year: 6,480

Lunch Bunch Math Tutoring is offered daily during lunch to provide ongoing math support to students.

Strategy Rationale

2. Lunch Bunch Math Tutoring provides instruction in mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Myers, Reginald, reginald.myers@palmbeachschools.org

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

End of Course exam results are analyzed to determine effectiveness of Lunch Bunch tutoring.

Strategy: Extended School Day

Minutes added to school year: 1,440

VIP Tutoring is offered after school to provide additional reading support to students in preparation for the statewide assessments.

Strategy Rationale

VIP Tutoring provides instruction in reading strategies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Myers, Reginald, reginald.myers@palmbeachschools.org

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

Statewide Literacy Assessment data is analyzed to determine effectiveness of VIP Tutoring 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 faculty participate in collaborative learning communities that meet both formally and informally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. During the August 28 Learning Team Meeting, teachers and counselors of

gifted students in our feeder middle schools met with our Cobra Achievement Team of Practice to collaborate in a vertical teaming approach. Staff members implement a formal process that promotes productive discussion about student learning. Guidance Counselors visit with students at the feeder middle schools to provide information on the academic and behavioral expectations of Park Vista High School. Students select classes with input from their 8th grade teachers and receive information on Park Vista's Behavior Matrix and Student Code of Conduct.

Incoming 9th graders are invited for a new student orientation based on the Link Crew model. Each student is assigned a mentor Park Vista upperclassman to support them throughout the year. Student mentors conduct activities with the incoming 9th graders to orient them to high school and answer their questions. Parents are invited to an evening session entitled "Freshmenology" designed by our Guidance Department to orient parents on strategies to assist their children. Parents and students attend a club activities and athletics session when they can gather information on our activities. To enhance the home / school connection, Park Vista mails a summer newsletter which includes information on academics, activities, Homecoming, sporting events, etc. The school website is updated to include the Student Handbook, calendar, and other items of interest to students and families.

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

A college checklist for each grade level is provided to all students and parents and published in the summer edition of the school newsletter that is mailed to all families.

Each publication of the newsletter contains websites to visit as part of registration process. All students have an opportunity to meet with Guidance Counselor to complete course selection and discuss academic and career goals.

Teachers and counselors recommend coursework.

State publications are distributed to students with college major information.

Pre-Advanced Placement informational session is held with incoming 9th graders and parents.

Advanced Placement and ICE informational sessions are held with parents and students.

The AP application process has been updated with a focus on AP potential.

AP and Dual Enrollment courses are marketed through posters on campus.

Students who typically enrolled in English Honors are now provided with the opportunity to enroll in AICE General Papers which can result in colleges awarding credit.

SAT word of the week program is produced by multimedia students and broadcasted through the school television system.

AP / Dual Enrollment night, Dual Enrollment Assembly, College Financial Aid Night, College Application Night, and College visits to Park Vista are offered to students and parents.

Career Academies invite members of the business community to share information with students.

Career Academy conducts a job shadowing program with business community.
rents.

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

Park Vista has four career and technical education academies to prepare students for the future, while also providing the enriching experience of a traditional high school. Students can earn scholarships for post-secondary education through the Florida Bright Futures/Florida Gold Seal Vocational Scholars Program. Students attain knowledge and skills that prepare them for post-secondary education and/or meaningful employment. The integration of academies with hand-on practical application provides students with the training and skills necessary to pass licensing and/or certifications.

The Multimedia Communications Academy offers an innovative, integrated learning environment

focused on computers, office skills, technology, and communications including job readiness and expressing ideas through digital media, video and sound, and utilizing a professional broadcast studio.

The Medical Sciences Academy offers an innovative, integrated learning environment designed to provide students with the medical skills and training necessary to succeed in post-secondary healthcare education and/or to successfully transition into the healthcare workforce.

The Auto Collision Repair and Refinishing Academy prepares students for employment in the auto body and refinishing industry and for post-secondary education.

The Automotive Repair Technology Academy combines hands-on training in fully integrated, computerized, state-of-the-art laboratories. The course also includes training in communications, leadership, human relations, employability skills, and safe, efficient work practices.

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

Park Vista Community High School offers the following non-academy classes: Auto Service Technology, Auto Collision Repair, Introduction to Information Technology, Foundations of Web Design, E-Commerce Introduction and Entrepreneur, Tech Support, Multimedia Foundations, Digital Design, Web Scripting Fundamentals, and Business Cooperative On The Job Training.

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

Continue to increase participation in challenging coursework including Honors, Dual Enrollment, Advanced Placement and AICE.

Provide real-world experience in Health Science, Automotive and Multimedia Communications through participation in Academies and certifications where applicable.

Administer PSAT to 10th grade students and select 9th grade students.

Administer SAT to 11th grade students.

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.** Select teachers will work in cooperative teams and meet weekly to focus instruction on essential knowledge targets, develop common mini-assessments, assess student performance, and share instructional practices that support student learning.
- G2.** Positive Behavior Support will be implemented school wide to support an educational environment conducive to learning.
- G3.** A variety of tutoring and educational support opportunities will be offered to students during lunch, after school, and on Saturdays in preparation for success on Florida Standards Assessments and end of course exams.
- G4.** Diagnostics and Florida Standards Assessment results will be utilized to ensure that Florida Standards in Literacy and Mathematics are integrated across the curriculum to promote classroom discourse aligned to higher levels of cognitive demand.

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. Select teachers will work in cooperative teams and meet weekly to focus instruction on essential knowledge targets, develop common mini-assessments, assess student performance, and share instructional practices that support student learning. 1a

G053412

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	85.0
Algebra I EOC Pass Rate	79.0
Geometry EOC Pass Rate	73.0
AMO Reading - All Students	81.0

Resources Available to Support the Goal 2

- Common planning periods
- Common Assessments
- Data worksheets for teachers

Targeted Barriers to Achieving the Goal 3

- Possible scheduling conflicts

Plan to Monitor Progress Toward G1. 8

Results of Fall and Winter Diagnostics, Fall, Winter, and Spring FAIR results

Person Responsible

LuAnne Daucanski

Schedule

Quarterly, from 8/22/2014 to 5/1/2015

Evidence of Completion

Comparison data notebook

G2. Positive Behavior Support will be implemented school wide to support an educational environment conducive to learning. 1a

G053413

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0
4-Year Grad Rate (At-Risk)	77.0

Resources Available to Support the Goal 2

- Student Government
- Video Announcements
- Signs
- Cell phones / electronics usage at lunch reward
- Targeted behavior lessons

Targeted Barriers to Achieving the Goal 3

- All staff members must support initiative
- Funding for Newsletters and Student Handbook

Plan to Monitor Progress Toward G2. 8

Discipline Data Review

Person Responsible

Marie DiFonte

Schedule

Monthly, from 11/14/2014 to 6/1/2015

Evidence of Completion

Minutes and documentation of data

G3. A variety of tutoring and educational support opportunities will be offered to students during lunch, after school, and on Saturdays in preparation for success on Florida Standards Assessments and end of course exams. 1a

G053414

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	93.0
Algebra I EOC Pass Rate	79.0
Geometry EOC Pass Rate	73.0
Bio I EOC Pass	85.0
AMO Reading - All Students	81.0

Resources Available to Support the Goal 2

- Teacher volunteers
- Money to pay staff for Saturday and after school tutorials
- Student volunteers

Targeted Barriers to Achieving the Goal 3

- Lack of funding source

Plan to Monitor Progress Toward G3. 8

Ongoing common assessment data, fall to winter diagnostic data, Fall, Winter, and Spring FAIR testing

Person Responsible

LuAnne Daucanski

Schedule

Quarterly, from 9/2/2014 to 6/4/2015

Evidence of Completion

EDW data and assessment results

G4. Diagnostics and Florida Standards Assessment results will be utilized to ensure that Florida Standards in Literacy and Mathematics are integrated across the curriculum to promote classroom discourse aligned to higher levels of cognitive demand. 1a

G053415

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	79.0
Geometry EOC Pass Rate	73.0
AMO Reading - All Students	81.0
4-Year Grad Rate (Standard Diploma)	92.0

Resources Available to Support the Goal 2

- Math curriculum materials
- Non fiction journal articles

Targeted Barriers to Achieving the Goal 3

- Availability of staff prepared to train teachers

Plan to Monitor Progress Toward G4. 8

Learning Team Meeting Agendas will provide information on Literacy and mathematics training.

Person Responsible

Marie DiFonte

Schedule

Monthly, from 8/28/2014 to 2/26/2015

Evidence of Completion

Pre and Post Tests will be conducted at each training session

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. Select teachers will work in cooperative teams and meet weekly to focus instruction on essential knowledge targets, develop common mini-assessments, assess student performance, and share instructional practices that support student learning. **1**

 G053412

G1.B1 Possible scheduling conflicts **2**

 B134773

G1.B1.S1 Develop buddy system for sharing resources and data with teachers unable to attend weekly meetings. **4**

 S146627

Strategy Rationale

This will ensure that all teachers share the same curriculum resources and align pacing to the curriculum.

Action Step 1 **5**

Buddy System for sharing resources and data

Person Responsible

LuAnne Daucanski

Schedule

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

Evidence of Completion

Student mini-assessment data bi-weekly

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

Bi-weekly mini-assessment data

Person Responsible

LuAnne Daucanski

Schedule

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

Evidence of Completion

Copies of all mini-assessment results

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

Compare results of Fall and Winter Diagnostics; Results on Florida Standards Assessment and Biology, Algebra and Geometry End of Course Exams

Person Responsible

LuAnne Daucanski

Schedule

On 6/5/2015

Evidence of Completion

Meet targets on Florida Standards Assessments and Biology, Algebra and Geometry End of Course Exams

G2. Positive Behavior Support will be implemented school wide to support an educational environment conducive to learning. 1

G053413

G2.B1 All staff members must support initiative 2

B134775

G2.B1.S1 Positive Behavior Leadership Team will prepare a lesson, "Be On Time" which will be taught school-wide during the first week of school 4

S146628

Strategy Rationale

All period 5 teachers will participate in lesson and submit class responses

Action Step 1 5

All Period 5 teachers will conduct the positive behavior support lesson, "Be On Time" on August 20, 2014 and submit class responses to administration.

Person Responsible

Marie DiFonte

Schedule

On 8/20/2014

Evidence of Completion

Class responses (select responses shared with faculty at LTM on August 28, 2014)

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

Student tardiness will be tracked.

Person Responsible

Jill DeMarzo

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Tardiness data reports

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

Tardiness data will be monitored to determine if tardiness decreases as a result of lesson.

Person Responsible

Jill DeMarzo

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Tardiness data reports

G2.B1.S4 Positive Behavior Support Training for staff will be offered at an LTM. 4

 S146631

Strategy Rationale

This ensures that all teachers share common school-wide expectations for student behavior and school climate.

Action Step 1 5

Positive Behavior Support Training for staff

Person Responsible

Marie DiFonte

Schedule

On 10/9/2014

Evidence of Completion

LTM Agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Monitor referral Incident Data

Person Responsible

Marie DiFonte

Schedule

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

Evidence of Completion

EDW Discipline Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Monitor Discipline Data

Person Responsible

Marie DiFonte

Schedule

On 5/6/2015

Evidence of Completion

EDW Discipline Data and Positive Behavior Support Team meeting minutes

G2.B1.S5 Tech Safe training will be conducted for teachers and a Tech Safe lesson will be provided to teachers to be conducted school-wide. 4

 S146632

Strategy Rationale

Educating students in the safe use of technology can decrease conflicts related to social messaging and cell phone usage.

Action Step 1 5

Tech Safe training will be conducted so that teachers are able to implement a lesson on the safe use of technology with students.

Person Responsible

Marie DiFonte

Schedule

On 11/13/2014

Evidence of Completion

Student signature sheets will be collected.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Student signatures will document attendance at lesson.

Person Responsible

Marie DiFonte

Schedule

On 11/13/2014

Evidence of Completion

Student signature sheets will be collected to document participation in tech safe lesson.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Discipline data will be used to determine conflicts related to the use of social networking and cell phones.

Person Responsible

Marie DiFonte

Schedule

Monthly, from 11/14/2014 to 6/4/2015

Evidence of Completion

EDW discipline data reports

G2.B2 Funding for Newsletters and Student Handbook 2

 B134776

G2.B2.S1 Request SAC funding for communication newsletters and Student Handbooks 4

 S146633

Strategy Rationale

Parent / family awareness of expectations will support positive school climate.

Action Step 1 5

Request SAC fund parent communication Newsletters and Student Handbook printing - \$2500

Person Responsible

Marie DiFonte

Schedule

On 9/17/2014

Evidence of Completion

SAC minutes

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

Communication newsletters and Student Handbook

Person Responsible

Reginald Myers

Schedule

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

Evidence of Completion

Newsletters and Handbook

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

Parent and community feedback from newsletter articles, student adherence to behavior expectations

Person Responsible

Reginald Myers

Schedule

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

Evidence of Completion

EDW discipline reports

G3. A variety of tutoring and educational support opportunities will be offered to students during lunch, after school, and on Saturdays in preparation for success on Florida Standards Assessments and end of course exams. 1

G053414

G3.B1 Lack of funding source 2

B134777

G3.B1.S1 Park Vista administration will seek grant opportunities throughout the District and community, as well as through SAC to fund tutorials. 4

S146634

Strategy Rationale

Tutoring programs will increase instructional time and practice opportunities for students

Action Step 1 5

Grant funding or SAC approval for funding - \$12,000

Person Responsible

Reginald Myers

Schedule

Semiannually, from 9/17/2014 to 3/2/2015

Evidence of Completion

Funding source

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

Appropriate use of grant / SAC monies for tutoring

Person Responsible

Reginald Myers

Schedule

Quarterly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Grant approval and teacher attendance at tutoring sessions

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

Comparison of fall and winter diagnostic and End of Course Exams results

Person Responsible

LuAnne Daucanski

Schedule

Semiannually, from 9/2/2014 to 6/4/2015

Evidence of Completion

Florida Standards Assessments and End Of Course Exams results

G4. Diagnostics and Florida Standards Assessment results will be utilized to ensure that Florida Standards in Literacy and Mathematics are integrated across the curriculum to promote classroom discourse aligned to higher levels of cognitive demand. 1

 G053415

G4.B1 Availability of staff prepared to train teachers 2

 B134778

G4.B1.S1 Reading teachers will be paired with small groups of content area teachers to provide support. Content area teachers will provide articles and reading teachers will provide training on literacy strategies. 4

 S146635

Strategy Rationale

Reading teachers will coach content area teachers on literacy strategies.

Action Step 1 5

Reading teachers will coach content area teachers with best practices reading strategies to support content area reading.

Person Responsible

LuAnne Daucanski

Schedule

Monthly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Pre and Post Tests will be completed by participants at each training session.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

LTM Agendas will clearly define training topic, presenter and location at each LTM

Person Responsible

Marie DiFonte

Schedule

Monthly, from 8/28/2014 to 2/26/2015

Evidence of Completion

LTM Agendas

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Lesson Plans will be used to document Florida Standards infusion in curriculum. Classroom Walkthroughs will be conducted.

Person Responsible

LuAnne Daucanski

Schedule

Quarterly, from 8/21/2014 to 5/29/2015

Evidence of Completion

Teacher Lesson Plans and observation results.

G4.B1.S2 SAT word of the week program will be conducted school wide. 4

S146636

Strategy Rationale

Enriched vocabulary will prepare students for success on a variety of assessments.

Action Step 1 5

Best Practices in meeting the learning needs of students with disabilities training will be conducted.

Person Responsible

Ellie Smith

Schedule

Quarterly, from 8/28/2014 to 2/26/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Student progress individualized per Individual Education Plans

Person Responsible

Ellie Smith

Schedule

Annually, from 8/28/2014 to 6/4/2015

Evidence of Completion

Student Progress / grade reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

ESE Coordinator, Ellie Smith, will monitor compliance in IEP meetings

Person Responsible

Ellie Smith

Schedule

Annually, from 8/28/2014 to 6/4/2015

Evidence of Completion

Progress and grade reports

G4.B1.S4 Technology training will support teachers in preparation for new Florida Standards Assessments. 4

 S146638

Strategy Rationale

Teachers will gain skills in current technology for integration in classroom.

Action Step 1 5

Teachers will be provided opportunities to increase knowledge of current technology to better prepare students.

Person Responsible

Marie DiFonte

Schedule

Monthly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Lesson plans will be reviewed and classroom walkthroughs will be conducted to monitor the implementation of current technology in classrooms.

Person Responsible

Reginald Myers

Schedule

On 5/29/2015

Evidence of Completion

Lesson Plans and classroom observation data

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

The Florida Standards Assessment and End of Course Exam results will be used to monitor the effectiveness of technology training.

Person Responsible

Reginald Myers

Schedule

Annually, from 3/2/2015 to 5/22/2015

Evidence of Completion

Florida Standards Assessment and End of Course Exams results

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Buddy System for sharing resources and data	Daucanski, LuAnne	8/18/2014	Student mini-assessment data bi-weekly	6/5/2015 weekly
G2.B1.S1.A1	All Period 5 teachers will conduct the positive behavior support lesson, "Be On Time" on August 20, 2014 and submit class responses to administration.	DiFonte, Marie	8/20/2014	Class responses (select responses shared with faculty at LTM on August 28, 2014)	8/20/2014 one-time
G2.B1.S4.A1	Positive Behavior Support Training for staff	DiFonte, Marie	10/9/2014	LTM Agenda	10/9/2014 one-time
G2.B1.S5.A1	Tech Safe training will be conducted so that teachers are able to implement a lesson on the safe use of technology with students.	DiFonte, Marie	11/4/2014	Student signature sheets will be collected.	11/13/2014 one-time
G2.B2.S1.A1	Request SAC fund parent communication Newsletters and Student Handbook printing - \$2500	DiFonte, Marie	9/17/2014	SAC minutes	9/17/2014 one-time
G3.B1.S1.A1	Grant funding or SAC approval for funding - \$12,000	Myers, Reginald	9/17/2014	Funding source	3/2/2015 semiannually
G4.B1.S1.A1	Reading teachers will coach content area teachers with best practices reading strategies to support content area reading.	Daucanski, LuAnne	9/2/2014	Pre and Post Tests will be completed by participants at each training session.	5/22/2015 monthly
G4.B1.S2.A1	Best Practices in meeting the learning needs of students with disabilities training will be conducted.	Smith, Ellie	8/28/2014		2/26/2015 quarterly
G4.B1.S4.A1	Teachers will be provided opportunities to increase knowledge of current technology to better prepare students.	DiFonte, Marie	8/13/2014		5/29/2015 monthly
G1.MA1	Results of Fall and Winter Diagnostics, Fall, Winter, and Spring FAIR results	Daucanski, LuAnne	8/22/2014	Comparison data notebook	5/1/2015 quarterly
G1.B1.S1.MA1	Compare results of Fall and Winter Diagnostics; Results on Florida Standards Assessment and Biology, Algebra and Geometry End of Course Exams	Daucanski, LuAnne	8/22/2014	Meet targets on Florida Standards Assessments and Biology, Algebra and Geometry End of Course Exams	6/5/2015 one-time

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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.B1.S1.MA1	Bi-weekly mini-assessment data	Daucanski, LuAnne	8/18/2014	Copies of all mini-assessment results	6/5/2015 biweekly
G2.MA1	Discipline Data Review	DiFonte, Marie	11/14/2014	Minutes and documentation of data	6/1/2015 monthly
G2.B1.S1.MA1	Tardiness data will be monitored to determine if tardiness decreases as a result of lesson.	DeMarzo, Jill	8/22/2014	Tardiness data reports	5/29/2015 weekly
G2.B1.S1.MA1	Student tardiness will be tracked.	DeMarzo, Jill	8/22/2014	Tardiness data reports	5/29/2015 weekly
G2.B2.S1.MA1	Parent and community feedback from newsletter articles, student adherence to behavior expectations	Myers, Reginald	8/18/2014	EDW discipline reports	6/4/2015 monthly
G2.B2.S1.MA1	Communication newsletters and Student Handbook	Myers, Reginald	8/18/2014	Newsletters and Handbook	6/4/2015 quarterly
G2.B1.S4.MA1	Monitor Discipline Data	DiFonte, Marie	9/3/2014	EDW Discipline Data and Positive Behavior Support Team meeting minutes	5/6/2015 one-time
G2.B1.S4.MA1	Monitor referral Incident Data	DiFonte, Marie	8/18/2014	EDW Discipline Reports	6/4/2015 monthly
G2.B1.S5.MA1	Discipline data will be used to determine conflicts related to the use of social networking and cell phones.	DiFonte, Marie	11/14/2014	EDW discipline data reports	6/4/2015 monthly
G2.B1.S5.MA1	Student signatures will document attendance at lesson.	DiFonte, Marie	11/13/2014	Student signature sheets will be collected to document participation in tech safe lesson.	11/13/2014 one-time
G3.MA1	Ongoing common assessment data, fall to winter diagnostic data, Fall, Winter, and Spring FAIR testing	Daucanski, LuAnne	9/2/2014	EDW data and assessment results	6/4/2015 quarterly
G3.B1.S1.MA1	Comparison of fall and winter diagnostic and End of Course Exams results	Daucanski, LuAnne	9/2/2014	Florida Standards Assessments and End Of Course Exams results	6/4/2015 semiannually
G3.B1.S1.MA1	Appropriate use of grant / SAC monies for tutoring	Myers, Reginald	9/18/2014	Grant approval and teacher attendance at tutoring sessions	6/4/2015 quarterly
G4.MA1	Learning Team Meeting Agendas will provide information on Literacy and mathematics training.	DiFonte, Marie	8/28/2014	Pre and Post Tests will be conducted at each training session	2/26/2015 monthly
G4.B1.S1.MA1	Lesson Plans will be used to document Florida Standards infusion in curriculum. Classroom Walkthroughs will be conducted.	Daucanski, LuAnne	8/21/2014	Teacher Lesson Plans and observation results.	5/29/2015 quarterly
G4.B1.S1.MA1	LTM Agendas will clearly define training topic, presenter and location at each LTM	DiFonte, Marie	8/28/2014	LTM Agendas	2/26/2015 monthly
G4.B1.S2.MA1	ESE Coordinator, Ellie Smith, will monitor compliance in IEP meetings	Smith, Ellie	8/28/2014	Progress and grade reports	6/4/2015 annually
G4.B1.S2.MA1	Student progress individualized per Individual Education Plans	Smith, Ellie	8/28/2014	Student Progress / grade reports	6/4/2015 annually
G4.B1.S4.MA1	The Florida Standards Assessment and End of Course Exam results will be used to monitor the effectiveness of technology training.	Myers, Reginald	3/2/2015	Florida Standards Assessment and End of Course Exams results	5/22/2015 annually
G4.B1.S4.MA1	Lesson plans will be reviewed and classroom walkthroughs will be conducted to monitor the implementation of current technology in classrooms.	Myers, Reginald	8/21/2014	Lesson Plans and classroom observation data	5/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Select teachers will work in cooperative teams and meet weekly to focus instruction on essential knowledge targets, develop common mini-assessments, assess student performance, and share instructional practices that support student learning.

G1.B1 Possible scheduling conflicts

G1.B1.S1 Develop buddy system for sharing resources and data with teachers unable to attend weekly meetings.

PD Opportunity 1

Buddy System for sharing resources and data

Facilitator

Team Leaders

Participants

Content area teams

Schedule

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

G2. Positive Behavior Support will be implemented school wide to support an educational environment conducive to learning.

G2.B1 All staff members must support initiative

G2.B1.S1 Positive Behavior Leadership Team will prepare a lesson, "Be On Time" which will be taught school-wide during the first week of school

PD Opportunity 1

All Period 5 teachers will conduct the positive behavior support lesson, "Be On Time" on August 20, 2014 and submit class responses to administration.

Facilitator

Reginald Myers, Principal

Participants

All teachers

Schedule

On 8/20/2014

G2.B1.S4 Positive Behavior Support Training for staff will be offered at an LTM.

PD Opportunity 1

Positive Behavior Support Training for staff

Facilitator

Positive Behavior Support Leadership Team

Participants

All teachers

Schedule

On 10/9/2014

G2.B1.S5 Tech Safe training will be conducted for teachers and a Tech Safe lesson will be provided to teachers to be conducted school-wide.

PD Opportunity 1

Tech Safe training will be conducted so that teachers are able to implement a lesson on the safe use of technology with students.

Facilitator

Participants

Schedule

On 11/13/2014

G4. Diagnostics and Florida Standards Assessment results will be utilized to ensure that Florida Standards in Literacy and Mathematics are integrated across the curriculum to promote classroom discourse aligned to higher levels of cognitive demand.

G4.B1 Availability of staff prepared to train teachers

G4.B1.S1 Reading teachers will be paired with small groups of content area teachers to provide support. Content area teachers will provide articles and reading teachers will provide training on literacy strategies.

PD Opportunity 1

Reading teachers will coach content area teachers with best practices reading strategies to support content area reading.

Facilitator

Professional Development Team, Administrative Team and select staff

Participants

All teachers

Schedule

Monthly, from 9/2/2014 to 5/22/2015

G4.B1.S2 SAT word of the week program will be conducted school wide.

PD Opportunity 1

Best Practices in meeting the learning needs of students with disabilities training will be conducted.

Facilitator

Ellie Smith

Participants

All Teachers

Schedule

Quarterly, from 8/28/2014 to 2/26/2015

Technical Assistance Items

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

G4. Diagnostics and Florida Standards Assessment results will be utilized to ensure that Florida Standards in Literacy and Mathematics are integrated across the curriculum to promote classroom discourse aligned to higher levels of cognitive demand.

G4.B1 Availability of staff prepared to train teachers

G4.B1.S4 Technology training will support teachers in preparation for new Florida Standards Assessments.

PD Opportunity 1

Teachers will be provided opportunities to increase knowledge of current technology to better prepare students.

Facilitator

District technology staff

Participants

teachers

Schedule

Monthly, from 8/13/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 2: Positive Behavior Support will be implemented school wide to support an educational environment conducive to learning.	2,500
Goal 3: A variety of tutoring and educational support opportunities will be offered to students during lunch, after school, and on Saturdays in preparation for success on Florida Standards Assessments and end of course exams.	12,000
Grand Total	14,500

Goal 2: Positive Behavior Support will be implemented school wide to support an educational environment conducive to learning.

Description	Source	Total
B2.S1.A1 - SAC funding requested for parent communication Newsletters and Student Handbooks		2,500
Total Goal 2		2,500

Goal 3: A variety of tutoring and educational support opportunities will be offered to students during lunch, after school, and on Saturdays in preparation for success on Florida Standards Assessments and end of course exams.

Description	Source	Total
B1.S1.A1 - SAC funding requested for tutorial program.		12,000
Total Goal 3		12,000