

Palm Beach Lakes High School



2014-15 School Improvement Plan

Palm Beach Lakes High School

3505 SHILOH DR, West Palm Beach, FL 33407

www.edline.net/pages/palm_beach_lakes_high_school

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

86%

Alternative/ESE Center

No

Charter School

No

Minority

95%

School Grades History

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The faculty, administration, staff and parents of Palm Beach Lakes Community High School are committed to facilitating learning opportunities for all students in order to maximize their potential as responsible and productive citizens.

Provide the school's vision statement

1. In order to achieve our mission, the following skills and behaviors are necessary to become responsible and productive citizens:
Acquiring and applying knowledge
Demonstrating self-management
Accessing available technology
Establishing and implementing goals
Solving problems
Working cooperatively with others
2. Teachers will become diverse in instructional strategies and inter-disciplinary/integrated approaches.
3. School scheduling will be modified to support curricular changes and staff development needs.
4. Adult literacy in the community will increase.

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 Africans and African Americans
- Hispanic Contributions
- Women's Contributions

Ensure that relationship-building is a clear priority for all stakeholders.

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

The staff of Palm Beach Lakes is committed to providing a safe environment. A philosophy of being proactive and not reactive is seen in how we implement our behavior management system. Constant supervision throughout the day is essential to campus safety. A series of behavioral interventions are implemented to combat minor violations. By our progressive disciplinary approach students will understand that the staff is dedicated to their personal growth and academic success. Additionally, we plan to create and 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 post secondary education). Students are required to have a college readiness section in their school binder which helps them to stay on track for their goals. Teachers have college corners in their rooms that assist in understanding the requirements of the many colleges.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Universal Guidelines and the behavior matrix are taught twice a year to ensure students are aware of school expectations, such as the universal attention signal. The behavior matrix is posted in every classroom and office, as well as being visible in hallways and public areas of the school. The administration is committed to ensuring that differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. Teachers utilize rotations in their classrooms to ensure that the needs of all students are met and that the lessons are highly engaging, thereby decreasing the likelihood of behavioral issues. Throughout the school day staff monitor the halls ensuring that students arrive in a timely fashion. Teachers also utilize a four-part form that documents interventions and parental contact.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); Sloan McAfee- Health Care District of Palm Beach County, Safe School Counselors and support team
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

We hope to have an increase in parental participation this year; through a variety of extracurricular activities such as band, theatre, our SAC committee, and field trips. We send positive feedback to parents through phone calls, letters, and personal notes about students and their achievement.

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 welcomes and encourages members of the community and business partners to participate in school related events. Through the magnet program, theater program, Community School, SGA, and various other clubs and organizations, the school provides numerous opportunities for business partnerships to be established and flourish. Once a relationship is established every effort is made to ensure that participation shows a clear benefit to all stakeholders involved. Frequent progress monitoring tied to the business partnership agreement allows for accountability on both sides. It is our hope to continue to establish, build, and maintain community and business partnerships.

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
McKeever, Cheryl	Principal
Seepersaud, Adrian	Assistant Principal
Washington, Brenda	Assistant Principal
Huggins, Michael	Assistant Principal
Johnson, Robin	Assistant Principal

Duties

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

The principal/Assistant Principals provide a common vision for the use of data-based decision-making to ensure that the school-based team is implementing MTSS, conduct assessments of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

ESE and ELL contacts participate in student data collection, integrate core instructional activities/materials into classroom instruction, and collaborate with general education teachers through such activities as co-teaching and/or language facilitation for students and parents. The ELL coordinator will monitor ELL progress on the ELDC and the ESE Coordinator will monitor student progress on IEPs recommending student interventions as indicated.

Instructional Coaches and Learning Team Facilitator develop, lead and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.

School Psychologist participates in the collection, interpretation and analysis of data and facilitates development of intervention plan. Provides professional development and technical assistance for problem-solving activities and data-based decision making activities.

Guidance Staff provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to interventions, guidance staff also link student/parents to necessary community resources.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher or guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed MTSS. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA and the idea of all students achieving benchmarks regardless of their status in general or special education.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or credit recovery. Funds are also used for improved classroom practice and differentiation for students requiring remediation, professional development and family involvement. Students requiring remediation receive more differentiated classroom instruction focused on individual student needs through the use of Title I funds to employ coaches in Reading, Mathematics, and Science to model and train certain teachers. These additional teachers assure a smaller-group classroom environment, thus making differentiated instruction focused on individual student needs possible. Professional development focuses for the FY15 school year include implementation of common core standards, use of differentiation strategies, reflective and data-driven instructional design, and higher-order and rigorous classroom activities to boost student achievement. Family involvement initiatives for the FY15 school year include strategies to involve parents in the design, implementation, and evaluation of the school-wide program through the Title I parent meeting and regular School Advisory Committee meetings. Parents will also be encouraged to participate in decision making opportunities about their child's education through four parent university trainings, provision of materials related to higher-level courses (AP, Dual Enrollment, College Readiness), and regularly scheduled parent trainings on FCAT, financial aid, and college admissions.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs

Title II

The purpose of this funding is to increase student achievement through comprehensive district

initiatives that focus on the preparation, training, recruitment, and retention of highly qualified educators. These funds will be used to address professional development needs within the content areas - with a specific focus on core content areas - in order to increase the use of differentiation strategies, reflective and data-driven instructional design, and higher-order and rigorous classroom activities to boost student achievement. In addition, the school will seek to hire highly-qualified teachers, with a specific focus on hiring highly-qualified teachers in core content areas.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. The Title III funds will be used to support tutorial services, additional teaching periods for home language/bilingual instruction in Reading and Math classes and for Community Language Facilitators to support the needs of ELL student and their families.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education..

Violence Prevention Programs

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching Expected Behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Karen Hoskins	Parent
Tracy Boysaw	Parent
Katrina Long-Robinson	Parent
Rena Williams	Parent
Irma Shand	Parent
Sharina Gilbert	Parent
Monika Pugh	Parent

Duties

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

Evaluation of last year's school improvement plan

The SIP was presented at the start of the school year, much in the same way as was for this current year. It was reviewed and approved after community and stakeholder input was considered and placed into the plan. All members approved of the plan.

Development of this school improvement plan

SAC was routinely updated on school improvement planning throughout the 2012-13 school year, receiving frequent updates on student data and on instructional practices in each academic content area. These presentations provided the opportunity for SAC members to provide input on school

improvement efforts for the 2013-14 school year. On Sept. 25, 2013, a presentation was given to SAC regarding the 2013-14 school improvement plan, and this provided another opportunity for SAC members to provide input on school improvement planning.

Preparation of the school's annual budget and plan

After reviewing the needs assessment in step 0, a precise plan was created that efficiently and appropriately utilized all of the Title I funds. Included in the budget for this year was a cross curricular tutorial program, a professional development plan, various instructional coaching positions, and materials and supplies linked to school wide academic improvement efforts.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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
McKeever, Cheryl	Principal
Defillippo, Ben	Instructional Coach
Green, Sonya	Instructional Coach
Washington, Brenda	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

School wide literacy plan to include: classroom libraries, implementation of the Reading Counts program, teacher collaboration across the content areas using common focus calendars, professional development to build teacher capacity in several school-wide literacy and writing strategies, use of common planning and small learning teams to promote best practices to increase student literacy, display of student work for promoting positive school climate, and continued implementation of a rotational model of instruction in Reading classes and small group instructional practice in other content areas to ensure quality instruction targeted to student needs.

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

Positive working relationships are fostered between teachers through Learning Team Meetings. The master schedule has been created to provide consistent time for teachers to meet by common content and grade level. Research-based protocols that focus on meeting students' academic needs are utilized and monitored. Student achievement is monitored and instruction is adjusted when necessary based on the decisions made through the collaborative planning and instruction process.

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

The school principal and content-area assistant principals review applicants for instructional positions as they occur. Where possible, applicants that are highly qualified, certified-in-field, and have been rated as effective teachers are interviewed for vacant instructional positions. While in our employ at Palm Beach Lakes High School, all teachers are encouraged through professional development offerings to maintain their certified, highly qualified status. Faculty and staff, where required, are being assisted in enrolling in endorsement/certification programs in order to bring their certificates into alignment with their assigned job duties.

Retention strategies include multiple networking opportunities throughout the year that foster collegiality. Also opportunities exists for teachers to earn extra pay for club sponsorship and extra curricular activities.

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

The Educator Support Program (ESP), is the mentoring program of support for New Educators. Each New Educator is assigned to a team that consists of the Principal, a mentor, and a school administrator ESP Contact Person. ESP activities begin on the new educator's first day of school with support meetings with the team, and completion of activities to acquaint themselves with staff and their responsibilities. The mentor assists the New Educator with completion of a Personal Growth Plan and provides support as the new educator master the criteria of the Florida Educator Accomplished Practices (FEAP's) during their first year. The administrator conducts walk throughs, observations, Pre/Post Conferences, and provides written and oral feedback and professional development opportunities. New Educators are also required to complete Marzano training.

New Educators are paired with teacher mentors who have completed Clinical Educator Training, completed three successful years of teaching, teaches the same or similar subject, and is a confidential, team player with a positive attitude.

New Educators Mentors

Dr. Laura Pedro Rosa Patricia Brandine

Nate Belcher TBD

David Menillo TBD

Luis Saenz Rosa Leal and Vera Gibson

Joanne Jean-Calixte Vera Gibson

Wisler Fils-Aime TBD

Natacha Demosthene TBD

Wilbur Theus TBD

Erron Johnson TBD

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Our school utilizes team planning and learning team meetings at least once a month to unpack the standards and ensure that all teachers understand and apply the standards properly.

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 school can describe the Rtl process, the use of tutorials, the use of intensive reading, or the use of small group instruction. The school ensures every teacher contributes to literacy improvement of every student by:

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- Providing instruction aligned with the Language Arts Florida Standards for their grade level.
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Students receiving push-in/pull out services for ESE/ELL

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

Strategy: Extended School Day

Minutes added to school year: 23,400

After school tutorials are conducted almost every day after school for 3 hours in the core content areas such as Reading, Math, and Science.

Strategy Rationale

Utilizing extended time after school with tutoring allows for the students to get a more in-depth instruction and reinforcement of the lesson/lessons in which they may struggle. Students are able to get more one on one assistance through tutoring as the classes are small.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

McKeever, Cheryl, cheryl.mckeever@palmbeachschools.org

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

Data is collected both formally and informally. Pre/ post assessments, diagnostics, and regular classroom common assessments are used to gauge the effectiveness of the tutorial sessions.

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

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

- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies

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

Academic and career planning begins in the 9th grade. All students review their academic progress twice per year with a counselor via presentations in the classroom. Grade level assemblies are held to review and assist with course selections every year. Parents are encouraged to discuss course selections with students.

We use our college bound coaches to meet with students and disseminate information about colleges and careers in along with the school guidance counselors. We offer several career academies including Teacher Academy, Pre-Law Academy, Early Childhood, Bio-Tech, and the Medical

Academy that give students practical knowledge and experience. We offer Industry Certification in our business education and select magnet programs.

Students are also exposed to wide variety of presenters and workshops during and after school.

Career planning materials are available in the media center as well as the guidance department to allow students the opportunity for continued research and planning.

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

The school offers students elective courses in business and technology, and choice programs in law, teacher education, early childhood, biotechnology and medicine/nursing. These courses and programs focus on job skills, offer students internships, and offer students the opportunity to earn industry certification and college credits. We continue to discuss “soft skills” important to success in the workforce via daily Teacher Advisory sessions.

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

Palm Beach Lakes High School’s percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course and completed a Dual Enrollment math course were all below the district and state averages, but Palm Beach Lakes High School is committed to creating a greater emphasis on postsecondary readiness. We will also encourage students to take AP or Dual Enrollment classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor and/or the graduation coach regarding their postsecondary plans. Students will also be selected to take the AVID class as an elective. Parent information meetings will be held. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary. SWD will have a summary of performance evaluation as well as an AIEP for transition purposes to referrals to appropriate outside agencies. Eleventh grade students in the college readiness cohort will take the state-subsidized PERT test to determine college readiness. Those students who fail to score college-ready on the PERT will be assigned to English IV for College Readiness and Math for College Readiness, courses specifically designed to remediate student’s readiness deficiencies. These students will be given the PERT again during the second semester of their senior year in order to gauge progress toward college readiness.

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

Placement of students into college readiness courses designed to promote passing scores in various college admission tests such as SAT/ACT/ PERT.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase Math Proficiency in all students
- G2.** Increase Reading and Writing proficiency for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase Math Proficiency in all students 1a

G053424

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	50.0
Algebra I EOC Pass Rate	46.0
Geometry EOC Pass Rate	30.0
College Readiness Mathematics	64.0
FSA - Mathematics - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- Math teachers, Math coach, classroom resources (manipulatives, calculators, etc.), dedicated math computer lab and computer applications that support math instruction

Targeted Barriers to Achieving the Goal 3

- Inconsistency in opportunities for students to communicate and reason with the mathematics.
- Inconsistency in utilizing data-driven, small group, differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Review common core data from diagnostics and interim assessments and classroom walkthroughs.

Person Responsible

Patricia Brandine

Schedule

Daily, from 9/18/2014 to 6/1/2015

Evidence of Completion

Data from assessments and classroom walkthrough feedback forms.

G2. Increase Reading and Writing proficiency for all students. 1a

G053425

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	58.0
4-Year Grad Rate (Standard Diploma)	76.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	62.0
AMO Reading - All Students	53.0
FSA - English Language Arts - Proficiency Rate	53.0
Effective+ Teachers	75.0
Attendance rate	95.0
Truancy rate	5.0
Discipline incidents	
2+ Behavior Referrals	
Students exhibiting two or more EWS indicators (Total)	
Advanced coursework completion - H.S.	

Resources Available to Support the Goal 2

- HMH curriculum, related resources and Literacy/Reading coaches
- Professional Development on effective instructional strategies.
- Use of an independent consultant in the form of a published author, to aid in enrichment activities to support struggling students develop various reading skills
- Science Coach to model differentiated lessons and provide teacher support for Biology and US History.
-

Targeted Barriers to Achieving the Goal 3

- Lack of instruction tailored to students' specific learning needs
- Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills
- Lack of opportunity for students to take ownership of the material they are expected to master
- Lack of Science equipment to provide hands on activities to support Biology standards.
- Lack of understanding of the Florida Standards.

Plan to Monitor Progress Toward G2. 8

Review common core diagnostic and interim assessment data

Person Responsible

Cheryl McKeever

Schedule

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

Evidence of Completion

Assessment data and data chat forms

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase Math Proficiency in all students **1**

 G053424

G1.B2 Inconsistency in opportunities for students to communicate and reason with the mathematics. **2**

 B134793

G1.B2.S1 Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices. **4**

 S146654

Strategy Rationale

Teachers are continuing training through breakout and district supported sessions; such as STEAM trainings, new standard break down, differentiated instruction training, and common planning. Teachers implement varying assessments in order to ensure that they are given the opportunity to comprehend and express comprehension or material.

Action Step 1 **5**

Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices and implement these strategies in the classroom.

Person Responsible

Vera Gibson

Schedule

Evidence of Completion

Sign-ins from trainings.

Action Step 2 5

Teachers will attend CollegeBoard training

Person Responsible

Vera Gibson

Schedule

Evidence of Completion

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

Classroom walkthroughs

Person Responsible

Michael Huggins

Schedule

On 6/1/2015

Evidence of Completion

Walkthrough feedback forms

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

Review common core data from diagnostics and interim assessments

Person Responsible

Patricia Brandine

Schedule

On 5/29/2015

Evidence of Completion

Assessment data

G1.B2.S2 Extended learning opportunities and appropriate supplemental materials will be provided to promote student engagement. 4

 S146655

Strategy Rationale

Teachers have implemented differentiated lessons, including technology implantation, group activities, and activities to ensure engagement.

Action Step 1 5

Math Supplemental materials

Person Responsible

Vera Gibson

Schedule

On 12/19/2014

Evidence of Completion

Invoices and requisitions

Action Step 2 5

Extended learning time and tutorial resources.

Person Responsible

Vera Gibson

Schedule

Weekly, from 9/22/2014 to 5/8/2015

Evidence of Completion

Sign In sheets, lesson plans for tutorials

Action Step 3 5

Utilize technology to engage students and promote skills acquisition.

Person Responsible

Vera Gibson

Schedule

Weekly, from 9/22/2014 to 6/6/2015

Evidence of Completion

Invoices, teacher observations, lesson plans

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

Purchasing of appropriate materials

Person Responsible

Schedule

Evidence of Completion

inventory

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

Pre/ Post assessment data

Person Responsible

Schedule

Evidence of Completion

Data summary

G1.B3 Inconsistency in utilizing data-driven, small group, differentiated instruction. 2

 B134794

G1.B3.S1 Teachers will plan collaboratively, using data, to design lessons for group identified. 4

 S146657

Strategy Rationale

When teachers plan collaboratively, use data, and design lessons, teachers become more focused on standards and student weaknesses and strengths.

Action Step 1 5

Common planning times will be scheduled for each math content area, and teachers will meet during these times.

Person Responsible

Vera Gibson

Schedule

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

Evidence of Completion

Sign-in sheets and completed common planning forms.

Action Step 2 5

Math teachers will meet in learning teams and after school to discuss content-related assessment data.

Person Responsible

Vera Gibson

Schedule

Biweekly, from 9/8/2014 to 5/15/2015

Evidence of Completion

LTM agendas and minutes.

Action Step 3 5

The school coaches will develop course focused calendars targeting primary and secondary standards that align with the districts scope and sequence.

Person Responsible

Vera Gibson

Schedule

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

Evidence of Completion

Action Step 4 5

Provide professional development opportunities related to differentiated and data driven instruction.

Person Responsible

Vera Gibson

Schedule

Quarterly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Conference registrations, agendas, TDE's

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

Lesson plan review

Person Responsible

Schedule

Biweekly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Completed Lesson plans

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

Classroom Walk Throughs

Person Responsible

Schedule

On 6/5/2015

Evidence of Completion

Completed Classroom Walk Throughs Feedback Forms

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

Results from common core diagnostic and interim assessments

Person Responsible

Schedule

Evidence of Completion

Performance Matters Reports and LTM agendas/minutes

G2. Increase Reading and Writing proficiency for all students. 1

G053425

G2.B1 Lack of instruction tailored to students' specific learning needs 2

B134795

G2.B1.S1 Differentiate instruction and scaffolding of lessons will be implemented across contents. 4

S146658

Strategy Rationale

Addressing the needs of the students based on their abilities.

Action Step 1 5

Coaches and Teachers collaborate to differentiate and scaffold lessons within the content.

Person Responsible

Sonya Green

Schedule

Weekly, from 7/1/2014 to 6/5/2015

Evidence of Completion

Common planning notes and lesson plans.

Action Step 2 5

Provide extended learning opportunities and supplemental instructional resources including technology to meet specific learning needs.

Person Responsible

Cheryl McKeever

Schedule

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

Evidence of Completion

Lesson plans, student attendance, sign in sheets, invoices & requisitions, and scheduled Lab.

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

Lesson plan review and classroom walk throughs Reading and English

Person Responsible

Sonya Green

Schedule

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

Evidence of Completion

Lesson plans and walkthrough feedback forms

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

Lesson plan review and classroom walk throughs Science and Social Studies

Person Responsible

Patricia Brandine

Schedule

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

Evidence of Completion

Lesson plans and walkthrough feedback forms

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

Lesson plan review and classroom walk throughs electives and CTE

Person Responsible

Ben Defillippo

Schedule

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

Evidence of Completion

Lesson plans and walkthrough feedback forms

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

Review diagnostic and interim assessment data in Reading and English

Person Responsible

Sonya Green

Schedule

Evidence of Completion

Assessment data and data chat forms

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

Review diagnostic and interim assessment data in Science and Social Studies

Person Responsible

Patricia Brandine

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Assessment data and data chat forms.

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

Review diagnostic and interim assessment data in electives and CTE.

Person Responsible

Ben Defillippo

Schedule

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

Evidence of Completion

Assessment data and data chat forms.

G2.B1.S2 Teachers will continuously use formal and informal assessment data to select materials and plan instruction for students as a whole group and in small groups in order to ensure individual student needs are met. 4

 S146659

Strategy Rationale

Constant progress monitoring leads to higher student achievement.

Action Step 1 5

Teachers will review common core diagnostic and interim assessment data, as well as student work artifacts, to monitor student progress in Reading and English

Person Responsible

Sonya Green

Schedule

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

Evidence of Completion

Student portfolios and data chat forms

Action Step 2 5

Teachers will review common core diagnostic and interim assessment data, as well as student work artifacts, to monitor student progress in Electives and CTE

Person Responsible

Ben Defillippo

Schedule

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

Evidence of Completion

Student portfolios and data chat forms

Action Step 3 5

Teachers will review common core diagnostic and interim assessment data, as well as student work artifacts, to monitor student progress in Science and Social Studies

Person Responsible

Patricia Brandine

Schedule

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

Evidence of Completion

Student portfolios and data chat forms

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

Lesson plan review and classroom walkthroughs

Person Responsible

Cheryl McKeever

Schedule

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

Evidence of Completion

Lesson plans and walkthrough feedback forms

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

Review common core diagnostic and interim assessment data

Person Responsible

Cheryl McKeever

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

Assessment data and data chat forms

G2.B2 Lack of appropriate level of instructional rigor to ensure students achieve mastery of complex reading skills **2**

 B134796

G2.B2.S1 The SpringBoard curriculum will be implemented in English classrooms to ensure instructional rigor in the area of reading. **4**

 S146660

Strategy Rationale

Action Step 1 **5**

SpringBoard trained teachers will continue to use the strategies from the Springboard curriculum.

Person Responsible

Ben Defillippo

Schedule

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

Evidence of Completion

Walkthrough feedback forms.

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

Lesson plan review and classroom walkthroughs

Person Responsible

Schedule

Evidence of Completion

Lesson plans and walkthrough feedback forms

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

Review common core diagnostic and interim assessment data

Person Responsible

Schedule

Evidence of Completion

Assessment data and data chat forms

G2.B3 Lack of opportunity for students to take ownership of the material they are expected to master 2

 B134797

G2.B3.S1 Teachers will receive training, observe model lessons, and common plan to develop lesson plans to utilize the Gradual Release Model of instruction. 4

 S146661

Strategy Rationale

Action Step 1 5

Teachers common plan for use of Gradual Release Model of instruction

Person Responsible

Sonya Green

Schedule

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

Evidence of Completion

Lesson plans

Action Step 2 5

Train teachers in the Gradual Release Model of instruction

Person Responsible

Ben Defillippo

Schedule

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

Evidence of Completion

Training sign-in sheets

Action Step 3 5

Model the Gradual Release Model of instruction

Person Responsible

Patricia Brandine

Schedule

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

Evidence of Completion

Literacy and reading coach records

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

Lesson plan review and classroom walkthroughs

Person Responsible

Schedule

Evidence of Completion

Lesson plans and walkthrough feedback forms

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

Person Responsible

Schedule

Evidence of Completion

G2.B3.S2 The school will provide opportunities for parents to be empowered to assist in their children's education. 4

 S146662

Strategy Rationale

When parents are actively involved, academic performance is significantly better.

Action Step 1 5

School will host parent workshops to increase support for college readiness.

Person Responsible

Adrian Seepersaud

Schedule

Every 2 Months, from 9/22/2014 to 6/6/2015

Evidence of Completion

Sign in sheets/ agendas/ invitations

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

G2.B4 Lack of Science equipment to provide hands on activities to support Biology standards. 2

 B134798

G2.B4.S1 Provide manipulatives and laboratory equipment aligned to the standards. 4

 S146663

Strategy Rationale

Manipulative and laboratory experiences allow students to deepen and apply their knowledge of the science content. Hands on activities help transfer the acquired knowledge to application.

Action Step 1 5

Purchase of hands on manipulative and science laboratory equipment.

Person Responsible

Cheryl McKeever

Schedule

On 6/5/2015

Evidence of Completion

Purchase orders

Action Step 2 5

Model Hands on activities and labs.

Person Responsible

Patricia Brandine

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Biweekly coach log.

Action Step 3 5

Teachers use common planning to collaborate on hands on activities and standards based labs.

Person Responsible

Patricia Brandine

Schedule

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

Evidence of Completion

Lesson plans and common planning notes.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Review of lesson plans, common planning, observations, and monthly meeting with the Science Coach.

Person Responsible

Patricia Brandine

Schedule

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

Evidence of Completion

Lesson Plans, Meeting Logs, Common planning sheets

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Review of lesson plans, common planning, observations, and monthly meeting with the Science Coach.

Person Responsible

Adrian Seepersaud

Schedule

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

Evidence of Completion

Lesson plans, meeting notes, assessment data

G2.B5 Lack of understanding of the Florida Standards. **2**

 B134799

G2.B5.S1 Teachers will unpack the standards for foundational and critical knowledge. **4**

 S146666

Strategy Rationale

When teachers unpack the standards and identify the foundational knowledge along with critical knowledge it insures gaps in students knowledge.

Action Step 1 **5**

Unpacking of the standards through LTM and Common Planning.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Unpacking form and scales.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

Monitoring unpacking and scales usage

Person Responsible

Schedule

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

Evidence of Completion

Unpacking form , scales

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	Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices and implement these strategies in the classroom.	Gibson, Vera	Sign-ins from trainings.	one-time	
G1.B2.S2.A1	Math Supplemental materials	Gibson, Vera	9/22/2014	Invoices and requisitions	12/19/2014 one-time

Palm Beach - 1851 - Palm Beach Lakes High School - 2014-15 SIP
Palm Beach Lakes High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Common planning times will be scheduled for each math content area, and teachers will meet during these times.	Gibson, Vera	9/1/2014	Sign-in sheets and completed common planning forms.	5/29/2015 weekly
G2.B1.S1.A1	Coaches and Teachers collaborate to differentiate and scaffold lessons within the content.	Green, Sonya	7/1/2014	Common planning notes and lesson plans.	6/5/2015 weekly
G2.B1.S2.A1	Teachers will review common core diagnostic and interim assessment data, as well as student work artifacts, to monitor student progress in Reading and English	Green, Sonya	8/18/2014	Student portfolios and data chat forms	6/5/2015 monthly
G2.B2.S1.A1	SpringBoard trained teachers will continue to use the strategies from the Springboard curriculum.	Defillippo, Ben	8/18/2014	Walkthrough feedback forms.	6/6/2015 daily
G2.B3.S1.A1	Teachers common plan for use of Gradual Release Model of instruction	Green, Sonya	8/18/2014	Lesson plans	5/29/2015 weekly
G2.B3.S2.A1	School will host parent workshops to increase support for college readiness.	Seepersaud, Adrian	9/22/2014	Sign in sheets/ agendas/ invitations	6/6/2015 every-2-months
G2.B4.S1.A1	Purchase of hands on manipulative and science laboratory equipment.	McKeever, Cheryl	8/18/2014	Purchase orders	6/5/2015 one-time
G2.B5.S1.A1	Unpacking of the standards through LTM and Common Planning.		9/2/2014	Unpacking form and scales.	6/5/2015 weekly
G1.B2.S1.A2	Teachers will attend CollegeBoard training	Gibson, Vera	7/16/2014		one-time
G1.B2.S2.A2	Extended learning time and tutorial resources.	Gibson, Vera	9/22/2014	Sign In sheets, lesson plans for tutorials	5/8/2015 weekly
G1.B3.S1.A2	Math teachers will meet in learning teams and after school to discuss content-related assessment data.	Gibson, Vera	9/8/2014	LTM agendas and minutes.	5/15/2015 biweekly
G2.B1.S1.A2	Provide extended learning opportunities and supplemental instructional resources including technology to meet specific learning needs.	McKeever, Cheryl	8/18/2014	Lesson plans, student attendance, sign in sheets, invoices & requisitions, and scheduled Lab.	5/29/2015 biweekly
G2.B1.S2.A2	Teachers will review common core diagnostic and interim assessment data, as well as student work artifacts, to monitor student progress in Electives and CTE	Defillippo, Ben	8/18/2014	Student portfolios and data chat forms	6/5/2015 monthly
G2.B3.S1.A2	Train teachers in the Gradual Release Model of instruction	Defillippo, Ben	8/18/2014	Training sign-in sheets	5/29/2015 monthly
G2.B3.S2.A2	[no content entered]			once	
G2.B4.S1.A2	Model Hands on activities and labs.	Brandine, Patricia	8/12/2014	Biweekly coach log.	6/5/2015 weekly
G1.B2.S2.A3	Utilize technology to engage students and promote skills acquisition.	Gibson, Vera	9/22/2014	Invoices, teacher observations, lesson plans	6/6/2015 weekly
G1.B3.S1.A3	The school coaches will develop course focused calendars targeting primary and secondary standards that align with the districts scope and sequence.	Gibson, Vera	8/18/2014		6/4/2015 monthly
G2.B1.S2.A3	Teachers will review common core diagnostic and interim assessment data, as well as student work artifacts, to monitor student progress in Science and Social Studies	Brandine, Patricia	8/18/2014	Student portfolios and data chat forms	6/5/2015 monthly
G2.B3.S1.A3	Model the Gradual Release Model of instruction	Brandine, Patricia	8/18/2014	Literacy and reading coach records	5/29/2015 monthly

Palm Beach - 1851 - Palm Beach Lakes High School - 2014-15 SIP
Palm Beach Lakes High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A3	Teachers use common planning to collaborate on hands on activities and standards based labs.	Brandine, Patricia	8/18/2014	Lesson plans and common planning notes.	6/5/2015 weekly
G1.B3.S1.A4	Provide professional development opportunities related to differentiated and data driven instruction.	Gibson, Vera	9/12/2014	Conference registrations, agendas, TDE's	5/29/2015 quarterly
G1.MA1	Review common core data from diagnostics and interim assessments and classroom walkthroughs.	Brandine, Patricia	9/18/2014	Data from assessments and classroom walkthrough feedback forms.	6/1/2015 daily
G1.B2.S1.MA1	Review common core data from diagnostics and interim assessments	Brandine, Patricia	9/2/2014	Assessment data	5/29/2015 one-time
G1.B2.S1.MA1	Classroom walkthroughs	Huggins, Michael	8/29/2014	Walkthrough feedback forms	6/1/2015 one-time
G1.B3.S1.MA1	Results from common core diagnostic and interim assessments		Performance Matters Reports and LTM agendas/ minutes	one-time	
G1.B3.S1.MA1	Lesson plan review		8/29/2014	Completed Lesson plans	5/29/2015 biweekly
G1.B3.S1.MA3	Classroom Walk Throughs		8/20/2014	Completed Classroom Walk Throughs Feedback Forms	6/5/2015 one-time
G1.B2.S2.MA1	Pre/ Post assessment data		Data summary	once	
G1.B2.S2.MA1	Purchasing of appropriate materials		inventory	one-time	
G2.MA1	Review common core diagnostic and interim assessment data	McKeever, Cheryl	8/18/2014	Assessment data and data chat forms	6/5/2015 quarterly
G2.B1.S1.MA1	Review diagnostic and interim assessment data in Reading and English	Green, Sonya	9/12/2014	Assessment data and data chat forms	monthly
G2.B1.S1.MA3	Review diagnostic and interim assessment data in Science and Social Studies	Brandine, Patricia	8/11/2014	Assessment data and data chat forms.	6/5/2015 monthly
G2.B1.S1.MA4	Review diagnostic and interim assessment data in electives and CTE.	Defillippo, Ben	8/18/2014	Assessment data and data chat forms.	6/5/2015 monthly
G2.B1.S1.MA1	Lesson plan review and classroom walk throughs Reading and English	Green, Sonya	8/18/2014	Lesson plans and walkthrough feedback forms	6/5/2015 monthly
G2.B1.S1.MA5	Lesson plan review and classroom walk throughs Science and Social Studies	Brandine, Patricia	8/18/2014	Lesson plans and walkthrough feedback forms	6/5/2015 monthly
G2.B1.S1.MA6	Lesson plan review and classroom walk throughs electives and CTE	Defillippo, Ben	8/18/2014	Lesson plans and walkthrough feedback forms	6/5/2015 monthly
G2.B2.S1.MA1	Review common core diagnostic and interim assessment data		Assessment data and data chat forms	once	
G2.B2.S1.MA1	Lesson plan review and classroom walkthroughs		Lesson plans and walkthrough feedback forms	once	
G2.B3.S1.MA1	[no content entered]			once	
G2.B3.S1.MA1	Lesson plan review and classroom walkthroughs		Lesson plans and walkthrough feedback forms	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.MA1	Review of lesson plans, common planning, observations, and monthly meeting with the Science Coach.	Seepersaud, Adrian	8/18/2014	Lesson plans, meeting notes, assessment data	6/5/2015 monthly
G2.B4.S1.MA1	Review of lesson plans, common planning, observations, and monthly meeting with the Science Coach.	Brandine, Patricia	8/18/2014	Lesson Plans, Meeting Logs, Common planning sheets	6/5/2015 monthly
G2.B5.S1.MA1	Monitoring unpacking and scales usage		8/18/2014	Unpacking form , scales	6/5/2015 biweekly
G2.B1.S2.MA1	Review common core diagnostic and interim assessment data	McKeever, Cheryl	8/18/2014	Assessment data and data chat forms	6/5/2015 every-2-months
G2.B1.S2.MA1	Lesson plan review and classroom walkthroughs	McKeever, Cheryl	8/18/2014	Lesson plans and walkthrough feedback forms	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase Math Proficiency in all students

G1.B2 Inconsistency in opportunities for students to communicate and reason with the mathematics.

G1.B2.S1 Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices.

PD Opportunity 1

Teachers will attend trainings on preparing and implementing engaging tasks that promote the Common Core Mathematical Practices and implement these strategies in the classroom.

Facilitator

District Facilitator and/or math coach

Participants

Math teachers

Schedule

G1.B3 Inconsistency in utilizing data-driven, small group, differentiated instruction.

G1.B3.S1 Teachers will plan collaboratively, using data, to design lessons for group identified.

PD Opportunity 1

Common planning times will be scheduled for each math content area, and teachers will meet during these times.

Facilitator

Vera Gibson

Participants

Math Teachers

Schedule

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

PD Opportunity 2

Math teachers will meet in learning teams and after school to discuss content-related assessment data.

Facilitator

Vera Gibson

Participants

Math Teachers

Schedule

Biweekly, from 9/8/2014 to 5/15/2015

PD Opportunity 3

The school coaches will develop course focused calendars targeting primary and secondary standards that align with the districts scope and sequence.

Facilitator

Vera Gibson

Participants

Math Teachers

Schedule

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

PD Opportunity 4

Provide professional development opportunities related to differentiated and data driven instruction.

Facilitator

Conference presenter

Participants

Math Teachers

Schedule

Quarterly, from 9/12/2014 to 5/29/2015

G2. Increase Reading and Writing proficiency for all students.

G2.B1 Lack of instruction tailored to students' specific learning needs

G2.B1.S1 Differentiate instruction and scaffolding of lessons will be implemented across contents.

PD Opportunity 1

Coaches and Teachers collaborate to differentiate and scaffold lessons within the content.

Facilitator

Literacy coaches & Science Coach

Participants

All teachers

Schedule

Weekly, from 7/1/2014 to 6/5/2015

G2.B1.S2 Teachers will continuously use formal and informal assessment data to select materials and plan instruction for students as a whole group and in small groups in order to ensure individual student needs are met.

PD Opportunity 1

Teachers will review common core diagnostic and interim assessment data, as well as student work artifacts, to monitor student progress in Reading and English

Facilitator

Literacy Coaches

Participants

Reading and English Teachers

Schedule

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

PD Opportunity 2

Teachers will review common core diagnostic and interim assessment data, as well as student work artifacts, to monitor student progress in Electives and CTE

Facilitator

Literacy Coaches

Participants

Elective and CTE Teachers

Schedule

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

PD Opportunity 3

Teachers will review common core diagnostic and interim assessment data, as well as student work artifacts, to monitor student progress in Science and Social Studies

Facilitator

Science and Social Studies Coach

Participants

Science and Social Studies Teachers

Schedule

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

G2.B3 Lack of opportunity for students to take ownership of the material they are expected to master

G2.B3.S1 Teachers will receive training, observe model lessons, and common plan to develop lesson plans to utilize the Gradual Release Model of instruction.

PD Opportunity 1

Teachers common plan for use of Gradual Release Model of instruction

Facilitator

Literacy Coaches & Learning Team Facilitator

Participants

Teachers and Administration

Schedule

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

PD Opportunity 2

Train teachers in the Gradual Release Model of instruction

Facilitator

Literacy Coaches

Participants

All teachers & Administration

Schedule

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

PD Opportunity 3

Model the Gradual Release Model of instruction

Facilitator

Literacy coaches, Learning Team Facilitator

Participants

Teachers

Schedule

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

G2.B4 Lack of Science equipment to provide hands on activities to support Biology standards.

G2.B4.S1 Provide manipulatives and laboratory equipment aligned to the standards.

PD Opportunity 1

Model Hands on activities and labs.

Facilitator

Patricia Brandine

Participants

Science Teachers

Schedule

Weekly, from 8/12/2014 to 6/5/2015

PD Opportunity 2

Teachers use common planning to collaborate on hands on activities and standards based labs.

Facilitator

Patricia Brandine

Participants

Science Teachers

Schedule

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

G2.B5 Lack of understanding of the Florida Standards.

G2.B5.S1 Teachers will unpack the standards for foundational and critical knowledge.

PD Opportunity 1

Unpacking of the standards through LTM and Common Planning.

Facilitator

Taryn Butler

Participants

All teachers

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase Math Proficiency in all students	99,099
Goal 2: Increase Reading and Writing proficiency for all students.	247,083
Grand Total	346,182

Goal 1: Increase Math Proficiency in all students

Description	Source	Total
B1.S1.A1		0
B2.S1.A2 - Calculus Training Collegeboard	Title I Part A	720
B2.S2.A1 - Classroom supplies: graphing paper, anchor charts paper and Manipulatives.	Title I Part A	3,000
B2.S2.A2 - Tutoring, salary/ benefits	Title I Part A	14,000
B2.S2.A3 - Mobi, clicker response systems.	Title I Part A	5,000
B3.S1.A2 - Part time in system for teacher collaboration and facilitators.	Title I Part A	2,500
B3.S1.A3 - Math Coach -Salary and Benefits	Title I Part A	65,879
B3.S1.A3 - Printers for EDW reports (350); Training materials/ chart paper/ ink (1650).	Title I Part A	2,000
B3.S1.A4 - NCTM, Differentiated Instruction, AICE (out of county/state)	Title I Part A	4,000
B3.S1.A4 - PD Subs for conference and other PD opportunities.	Title I Part A	2,000
Total Goal 1		99,099

Goal 2: Increase Reading and Writing proficiency for all students.

Description	Source	Total
B1.S1.A1 - Science Coach salary & Benefis	Title I Part A	65,879
B1.S1.A1 - Differentiated Instruction Conference in Nevada attended by School administrators in July 2014.	Title I Part A	7,370
B1.S1.A2 - Tutorial Salary & Benefits	Title I Part A	14,000
B1.S1.A2 - paper, anchor charts, content workbooks, practice assessments,	Title I Part A	3,000
B1.S1.A2 - classroom Libraries within the content	Title I Part A	10,000

Goal 2: Increase Reading and Writing proficiency for all students.

Description	Source	Total
B1.S1.A2 - Science Lab materials, journals, novels, passages, Lab notebooks, paper, head phones, ink, post its, high lighters, pens, writing paper, graphing paper, manipulatives, periodicals, high interest reading materials,	Title I Part A	7,000
B1.S1.A2 - Mobi\l's and Clicker Response Systems	Title I Part A	5,000
B1.S1.A2 - Sound System for Literature Based Activities	Title I Part A	3,500
B1.S1.A2 - computers (Apple Mac Lab	Title I Part A	20,000
B1.S1.A2 - Posters & Laminating film for School Print rich Environment	Title I Part A	2,500
B1.S1.A2 - Gizmos	Title I Part A	4,000
B1.S2.A1 - printer (\$350), anchor charts, paper, ink, folders, training material (\$1650)	Title I Part A	2,200
B1.S2.A2 - printer (\$400), anchor charts, training resources, book study, post-its, markers, high lighters, (\$1700)	Title I Part A	2,100
B3.S1.A1 - Part Tme In System	Title I Part A	5,000
B3.S1.A2 - Staff Developer	Title I Part A	70,000
B3.S2.A1 - Parent University Supplies: Paper, training materials, ink, refreshments, anchor charts, folders,	Title I Part A	2,500
B3.S2.A1 - Part time in system for facilitators in the trainings including OT for CLFs.	Title I Part A	1,750
B3.S2.A2 - Student Agendas	Title I Part A	5,584
B3.S2.A2 - Postage	Title I Part A	1,700
B5.S1.A1 - Stipends for English and Science trainings	Title I Part A	3,000
B5.S1.A1 - Professional Development substitutes and release time for PD opportunities	Title I Part A	2,000
B5.S1.A1 - IRA, Science, At-Risk Conference, AICE Conferences, NSTA (National Science Teachers Association) Coferences	Title I Part A	9,000
Total Goal 2		247,083