The School District of Palm Beach County

Royal Palm Beach High School

2017-18 School Improvement Plan

Royal Palm Beach High School

10600 OKEECHOBEE BLVD, Royal Palm Beach, FL 33411

http://www.rpbhs.org/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
High School 9-12	Yes	73%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Royal Palm Beach High School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

Royal Palm Beach Community High School is dedicated to meeting the holistic needs of students. This will be achieved by ensuring:

• a safe, respectful culturally conscious environment
• rigorous academics with personalized learning
• a variety of extracurricular activities

This will all be accomplished while building parent and community involvement, and maintaining open communication among all stakeholders.

Students will graduate with pride and confidence, prepared to succeed in their post-secondary endeavors and become inquiring, lifelong learners and productive, global citizens.

2. School Environment

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

RPBHS is focusing on Culture, Systems, and Instruction to guide our alignment with what is done on campus and to the district's Strategic Plan. This year, beginning with the summer PLC on July 24, 2017, staff had the opportunity to participate in Single School Culture in-service trainings and focus on the Pillars of Instruction that align to meet the outcomes of the Strategic Plan. Breakout sessions will be held for staff to collaborate and give input on lesson plan ideas, activities for students, as well as handouts to use in the classroom. Culturally Relevant Teaching was a focus for FY15-17 and will continue as an initiative throughout FY18.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including, but not limited to:
• History of Holocaust
• History of African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States

- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Shared norms for this school year that will be focused on are bell to bell instruction and accurate attendance. By running our school with alignment to the Strategic Plan, Culture, Systems, Instruction, the Pillars of Instruction and Single School Culture components, we will maximize instruction through our culturally relevant teaching/relationships in our classrooms.

- Ensure that relationship-building is a clear priority and a focus in every faculty meeting;
- Faculty members use learning style inventories and interest surveys in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Provide and demonstrate Culturally Relevant Teaching to RPBHS faculty members simple strategies for gaining information about students' cultures;
- Assure all teachers will participate in the process of discussing climate guidelines and establishing behavioral expectations;
- Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Continue the Presidents Circle which includes student task force comprised of representative multicultural groups to ensure positive relations between teachers, sponsors, coaches, and students;
- Establishing leadership organizations that focus on multicultural exploration and empowerment such as Latinos in Action, Leadership Guild, Navy JROTC, and other extracurricular initiatives.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:
- Articulation of academic targets – unpacking of standards
- Development of a data stream

• Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
• Alignment of curriculum/instruction/assessment to standards
• Sharing strategies for corrective instruction
Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation.
The goals of Single School Culture © for CLIMATE include maintaining a community in school that:
• Reduces risk factors for students and promotes positive factors
• Recognizes and values the contributions of all: staff, students, and parents
• Promotes an atmosphere that encourages positive relationships among all stakeholder groups
• Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school which is reflected in mission statement, "Living the Wildcat Best Is the Key to Our Success.";
• Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
• Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary);
• Implement Single School Culture methods/formats where the characteristics of responsibility, respect, and safety can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported;
• Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
• Yearly review and feedback of our school-wide compact;
• Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
• Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
• Create methods of reporting bullying to develop different approaches for bullying prevention.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE);
• Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness;
• All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school;
• All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non- academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities.

c. 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

Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

• Single School Culture practices of bell to bell teaching and attendance accountability will limit distractions and will therefore, keep students focused during instructional time;
• Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations;
• Ensure teachers are trained in Classroom management strategies (SwPBS, CBIRs, etc.);
• Ensure differentiation of instruction is taking place to meet the needs of all students;
• Teachers will convey and review expectations for each learning activity;
• School-wide recognition system is in place;
• Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness;
• Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You are responsible when you return your library book on time.")

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

• Operational school based team that meets weekly to discuss students with barriers to academic and social success;
• Mentors assigned to students identified with SEL concerns;
• Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day;
• Instruction and various campus activities that address social/emotional needs of students such as activity fairs and assemblies from SwPBS Expectations to programs such as Social Media Awareness;
• Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
• Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need;
• Guidance counselors are available to students in the morning and during lunches to address student needs which certainly include social-emotional needs;
• Small group and individual counseling after school for students who are recommended for and seeking out help.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

• Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
• One or more suspensions, whether in school or out of school
• Course failure in English Language Arts or mathematics during any grading period
• A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.
• Utilize data systems to identify students who have attendance, behavioral or academic concerns.
• Create data decision rules for number of absences or OSS before referral generated to SBT.
• Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
• Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	26	30	32	41	129
One or more suspensions	0	0	0	0	0	0	0	0	0	35	42	28	15	120
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	174	198	163	118	653
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	205	217	192	107	721

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	113	142	117	54	426

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

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

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE):
• Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/425637.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. 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

• Open House Night will ensure parents receive curriculum information, Edline access, school website and social media connections, and teacher/class involvement opportunities;
• Back to School Nights and Freshmen Orientation during pre-school;
• Athletic Open House Night;
• Teachers are expected to make positive contact with parents each 9-week period;
• Solicit nearby businesses for donations, volunteers, classroom supplies, and monetary donations;
• Nearby restaurants participate in special event nights donating portions of sales back to the school;
• Nearby businesses donate coupons and certificates for student achievement;
• Monthly coffee talks at different times of the day;
• Monthly attendance at Educational Advisory Board, PTSO, and SAC;
• Teachers participate in professional development training to increase positive relationships with parents;
• Community projects, events, and fundraisers through PTSO, SAC, Athletics, and Student Organizations (e.g. Car show, school supply drives, local and national speakers, alumni gatherings, etc.)

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Armas, Jesus	Principal
Amado, Crystal	Assistant Principal
Jones, Lisa	Assistant Principal
Houck, Renee	Instructional Coach
Mowry, Elissa	Instructional Coach
Alba, Kristen	Other
Lanier, Nikki	Guidance Counselor
Hagans, Cornelius	Assistant Principal
VonWerne, Gwen	Instructional Coach
Cotton, Laurie	Other
Deveroux, Alexandra	Assistant Principal
Seepersaud, Adrian	Assistant Principal
Neal, Carrie	Instructional Coach
Paramore, Monique	Teacher, K-12
Leyland, Joseph	Teacher, K-12

b. Duties

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

Members of the Instructional Leadership Team will meet the 2nd and 4th Wednesdays of each month. In addition, they will meet with the School Advisory Council to review and revise SIP as needed. Utilizing previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficit areas.
Topics for discussion include, but are not limited to the following:

• FSA scores and the lowest 25% (12th grade) (Jones)
• FSA/AIR (Grades 9-11) (Jones)
• FSQ and USA scores (Jones, Mowry, Neal, VonWerne)
• FSA EOC scores (Jones, Mowry, Neal, VonWerne)
• Advanced Placement scores (Jones)
• AICE scores (Jones)
• Testing coordination and processes (Leyland)
• IB coursework (Cotton)
• Masterboard (Jones)
• Subgroups (Paramore and Alba)
• Strengths and weaknesses of ALL programs (Jones, Mowry, Neal, VonWerne)
• Mentoring, tutoring, and other services (Jones, Leyland)

The Leadership Team disseminates information to grade chairs and PLC Coordinator that share out with teachers. Teacher input is considered in instructional decisions.

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

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

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

In addition to Title 1 school requirements, Royal Palm Beach High School integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. SY18 is focused on bell to bell teaching and attendance records of students. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SwPBS programs. RPBHS integrates Single School Culture and the appreciation for multicultural diversity.(S.B. Policy 2.09(8)(b)). We continue our PD on Culturally Relevant teaching to continue building successful relationships on and off our campus.

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

Title I funds are used to provide professional development opportunities to enhance reading, writing, math,and science with Learning Team Facilitator who will provide data and professional resources. Reading Teachers and technology were purchased to support reading initiative. Extra periods were purchased to enhance math proficiency. Parent trainings and events are planned to support parents to assist their students before and after graduation. Parent center is open during school hours to assist parents with personal applications to applying for Free and Reduced Lunch.

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

Safe Schools provides support for homeless and neglected students through District resources.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Devika Peters	Parent
Daisy Mejia	Parent
Jennifer Sorkin	Parent
Robert Kreitzman	Parent
Jesus Armas	Principal
Lee Mowry	Business/Community
Elissa Mowry	Teacher
Lisa Fearon	Parent
Jacques La Grange	Parent
Laura Sanchez	Student
Gwen Von Werne	Teacher
Cyndi Pampena	Parent
Lori Lanni	Parent
Penny Rodgers	Parent
Brad Johnson	Teacher
Dasie Greenland	Teacher
Juan Lizcano	Teacher
Genette Panosky	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Review last year's school improvement plan and approve plan after opportunities for input.

b. Development of this school improvement plan

Review last years plan, parent surveys, Title 1 budget, and parent-school compact to integrate changes for SY18.

c. Preparation of the school's annual budget and plan

Principal's report

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

See FY17 Treasury report and Agendas for money requests.

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.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Houck, Renee	Instructional Coach
Amado, Crystal	Assistant Principal
Armas, Jesus	Principal
Alba, Kristen	Teacher, ESE
VonWerne, Gwen	Instructional Coach
Jones, Lisa	Assistant Principal
Fradkin, Gary	Teacher, K-12
Cotton, Laurie	Teacher, K-12
Neal, Carrie	Instructional Coach
Paramore, Monique	Teacher, K-12
Lanier, Nikki	Guidance Counselor
Mowry, Elissa	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT plays an integral role in fostering a literacy-rich environment at the school. The team engages in professional conversations; promotes collegiality, collaboration, and a culture of literacy. Houghton Mifflin (HMH) is implemented through English classes. Reading teachers are using Reading Plus and HMH. Close reading and AVID strategies are being implemented across all curriculums. Informational text is emphasized to use in all disciplines. PLC Coordinator and Reading Coach are valuable resources for materials and implementation. Training is available to teachers. Teachers are responsible for providing student evidence of AVID strategies during common planning meetings in all content areas.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities headed by RPBHS PLC Coordinator. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE);
• Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general teachers, and related service providers as appropriate.
• Collaborative planning time and PLCs are used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

The principal/curriculum designee is responsible for the following:
Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
• Regular meetings of new teachers with Curriculum Assistant Principal
• Partnering new teacher with veteran staff who is a highly quality and/or highly qualified teacher
• Classroom observations/walkthroughs to support any area of need on site or at training off campus
• Provide teachers with regular networking opportunities
• Provide teachers with opportunities for staff development in subject area
• Recruit and retain high quality and highly qualified teachers using staff development during school, PDD days and study team meetings by PLC Coordinator, PLCs by subject breakdowns, and Assistant Principal of Curriculum

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

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

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

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

New teachers are paired with veteran teachers in their department. The mentors will be walking new teachers through the mentoring cycle and continuous improvement model as they obtain competence within the Florida Educators Accomplished Practices (FEAPS.)

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss mathematics, 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. This includes use of Professional Learning Communities (PLCs); problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies.)

b. Instructional Strategies

1. 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

Prior to PLC meetings, the PLC Coordinator, Reading Coach, and Math Coach gather appropriate instructional resources and strategies (data based) to be utilized for academic achievement.

• Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS);
• Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs;
• Creating a reading class schedule based on student needs;
• Providing instruction aligned with the Language Arts Florida Standards for their grade level ;
• Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction);
• Administering assessments that measure instructed standards;
• School wide AVID Time (Read, Study, Organize Binder, Complete Homework) time for 15 minutes every 5th period;
• Monitoring progress at the class and grade level during Learning Team Meetings and Instructional Leadership Team Meetings;
• Conducting data chats with students;
• Creating units of study based on current data;

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

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE):
• Strategic Instructional Model is used in Learning Strategy classrooms
• Integrating accommodations into Lesson Plans

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

Strategy: After School Program

Minutes added to school year: 6,000

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

Strategy Rationale

Improve students scores for colleges to be as competitive as possible by lowering student-to-teacher ratio and provide more concentrated assistance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Jones, Lisa, lisa.jones@palmbeachschools.org

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

AP, AICE, ACT, SAT, PERT, diagnostics, district provided standard based quizzes and assessments (FSQ; USA; NGSQ; NGUA) results.

Strategy: After School Program

Minutes added to school year:

Extra practice on FSA strategies

Strategy Rationale

Improve student performance, passing rates, and learning gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Jones, Lisa, lisa.jones@palmbeachschools.org

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

Prior year FSA scores.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative professional learning communities (PLCs) that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Our school addresses and incorporates academic and career planning with the following strategies:

School counselors deliver career and academic planning information throughout the school day (Counselor Coffee Talk), parent information meetings, and individual counseling.

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

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

Administrators and teachers are afforded the opportunity to attend a variety of College Board

trainings to explore masterboard options as well as direct teacher instruction for AP teachers.

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

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

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

All students are encouraged to participate and have access to a variety of career related courses. Professional organizations are available to students as well, such as DECA, HOSA, etc.

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

The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies

PreIB coursework began in FY16, culminating in RPBHS receiving a designation as an IB World School. IB coursework begins in FY18.

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

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

We currently have the following college and career academies: Air Conditioning, Refrigeration, and Heating (HVAC), Medical Sciences, Global Business, S.T.E.M., and our new Navy JROTC Corps. These programs support students' abilities to learn job related skills while preparing them for post secondary schools, military service, and/or a career.

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

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

Social Studies has incorporated several gender specific classes.

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

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

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

Based on the 2015 High School Feedback Report, RPBHS students ranked above the district and state in the percentage of students who completed at least one AP, dual enrollment, or AICE course. Students are encouraged to participate in the SAT and ACT as well as participating in rigorous coursework that that will prepare them for a post secondary career. Seniors who score below the minimum college readiness level will be provided access to remedial instruction prior to graduation. Guidance department will host at least 4 college nights for parents and students. College nights will provide parents and students with the necessary information to establish goals and timelines to be successful in a post secondary career of their choice.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

• School based team review and provide assistance to specific students as needed
• Afterschool/Saturday college readiness workshops for students
• Counselors conduct classroom guidance and individual counseling sessions with students
• Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Ã‚Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.   If RPBHS creates a positive and supportive single school climate then we will foster post-graduate success.

G2.   If RPBHS implements effective and relevant instruction to meet the needs of all students then we will increase high school graduation rate.

Strategic Goals Detail

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

G1. If RPBHS creates a positive and supportive single school climate then we will foster post-graduate success. 1a

🔍 G088994

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	85.0
College Readiness Reading	65.0
College Readiness Mathematics	50.0
High School Acceleration	70.0
Postsecondary Enrollments	65.0
GPA above 2.0 - H.S.	85.0
College Readiness Reading	60.0
College Readiness Mathematics	40.0
High School Acceleration	50.0

Targeted Barriers to Achieving the Goal 3

- Low participation in family involvement meetings and activities (often due to scheduling conflicts, childcare, and the lack of understanding the importance of parent involvement).

- Lack of planning to transition from high school to work force or college

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 Parent Involvement Funds SAC

- Distribution and review of all state college requirements chart

- Best practices training for ACT/SAT Testing

- Classroom Guidance for students about Grad requirements, FAFSA, post graduate oppurtuniutes

- Individual Guidance Counseling and at least two individual credit checks per year

Plan to Monitor Progress Toward G1. 8

Test scores improving, 9 week grades, GPAs improving, attendance improving

Person Responsible
Lisa Jones

Schedule
Quarterly, from 10/2/2017 to 6/29/2018

Evidence of Completion
EDW Reports, Guidance Surveys

G2. If RPBHS implements effective and relevant instruction to meet the needs of all students then we will increase high school graduation rate. `1a`

🔑 G088995

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0
FSA ELA Achievement	47.0
Algebra I EOC Pass Rate	44.0
4-Year Grad Rate (Standard Diploma)	90.0

Targeted Barriers to Achieving the Goal `3`

- Students lack foundational skills and concepts and inadequate opportunities to develop vocabulary, background, and content knowledge, and fluency. Reading and writing demands are not emphasized across content areas.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Reading Plus as part of Reading curriculum

- Approved accommodations during instruction and assessment

- After school tutoring

- Teengagement as part of the Reading Curriculum

Plan to Monitor Progress Toward G2. `8`

RPBHS Path to Rigor: PDD debriefing, Instructional Team meetings, PGP Data, and Marzano indicators(DQ2, 3, and 4)

Person Responsible
Lisa Jones

Schedule
Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion
PGP for growth of teachers with sound instruction.

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. If RPBHS creates a positive and supportive single school climate then we will foster post-graduate success. [1]

🔍 G088994

G1.B1 Low participation in family involvement meetings and activities (often due to scheduling conflicts, childcare, and the lack of understanding the importance of parent involvement). [2]

🔍 B236870

G1.B1.S1 Build community and parent partnerships to foster student learning. [4]

🔍 S249556

Strategy Rationale

If we have strong community and parent partnerships that foster student learning then students will excel academically.

Action Step 1 [5]

Hold family involvement trainings addressing academic and social issues that impact student achievement facilitated by school staff and community partners. Childcare and translators will be provided for most meetings.

Person Responsible

Crystal Amado

Schedule

Every 2 Months, from 11/1/2017 to 6/1/2018

Evidence of Completion

Invitations, sign-in sheets, agenda, evaluations/feedback, evidence of interaction.

Action Step 2 [5]

Effectively communicate school event dates with parents.

Person Responsible

Crystal Amado

Schedule

Every 2 Months, from 9/1/2017 to 6/1/2018

Evidence of Completion

Parent mailings, parent phone calls, parent emails, social media.

Action Step 3 `5`

Provide monthly "coffee talks" with parents that include trainings of grad requirements, character development, and special needs based on parent suggestions.

Person Responsible

Nikki Lanier

Schedule

Monthly, from 10/6/2017 to 6/1/2018

Evidence of Completion

Invitations, sign-in sheets, agenda, evaluations/feedback.

Action Step 4 `5`

Parent-Teacher-Student Organization (PTSO) will hold monthly meetings to involve teachers, parents and students as educational partners.

Person Responsible

Robert Kreitzman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Invitations agendas, sing-in sheets, minutes.

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

Debriefing meetings with parent facilitators and review of parent evaluations.

Person Responsible

Crystal Amado

Schedule

Every 6 Weeks, from 10/23/2017 to 6/1/2018

Evidence of Completion

debriefing notes, feedback to facilitators, emails, reflections

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

Compare VIPS reports
Compare Sign-in/out sheets

Person Responsible

Elissa Mowry

Schedule

Every 6 Weeks, from 9/1/2017 to 6/1/2018

Evidence of Completion

VIP Printouts Parent/Childcare Sign-in/out sheets

G1.B2 Lack of planning to transition from high school to work force or college [2]

🔑 B236872

G1.B2.S1 Provide prescriptive support to students to ensure successful transition to post-graduate success. [4]

🔑 S249557

Strategy Rationale

If we provide prescriptive support to students to ensure successful transition to post-graduate success, then our mission will be achieved.

Action Step 1 [5]

Guidance counselor will will provide key support to all students to ensure on-time graduation and post-secondary success through a push-in model.

Person Responsible

Nikki Lanier

Schedule

Every 6 Weeks, from 10/16/2017 to 6/1/2018

Evidence of Completion

Classroom Schedule, agendas.

Action Step 2 [5]

Guidance counselor will meet individually with each student to ensure student is on track - Credit Checks.

Person Responsible

Nikki Lanier

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Credit check form, senior classroom schedule, counselor log of meetings.

Action Step 3 5

Provide small group and individual meetings to support student plans, goals, and give strategies that will foster post graduate success during the first semester.

Person Responsible

Nikki Lanier

Schedule

Daily, from 9/11/2017 to 12/15/2017

Evidence of Completion

Agendas, presentations, sign-in sheets.

Action Step 4 5

Provide small group and individual meetings to support student plans, goals, and give strategies that will foster post graduate success during the second semester.

Person Responsible

Nikki Lanier

Schedule

Monthly, from 1/8/2018 to 5/25/2018

Evidence of Completion

Agendas, meeting dates, counselor log of meetings.

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

Guidance Counselors will track student achievement

Person Responsible

Nikki Lanier

Schedule

Quarterly, from 8/31/2017 to 6/1/2018

Evidence of Completion

EDW Reports, guidance survey, graduation survey

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

Guidance Counselors will be able to show the goals of their assigned students to ensure a successful transition to post-graduate success

Person Responsible

Lisa Jones

Schedule

Every 2 Months, from 1/9/2018 to 6/1/2018

Evidence of Completion

Credit Checks, Counselor Notes

G2. If RPBHS implements effective and relevant instruction to meet the needs of all students then we will increase high school graduation rate. 1

🔑 G088995

G2.B1 Students lack foundational skills and concepts and inadequate opportunities to develop vocabulary, background, and content knowledge, and fluency. Reading and writing demands are not emphasized across content areas. 2

🔑 B236873

G2.B1.S1 Develop the capacity of teachers to deliver rigorous, customized instruction for all students. 4

🔑 S249558

Strategy Rationale

If teachers are able to develop and deliver rigorous customized instruction then students will reach high standards.

Action Step 1 5

Ongoing teacher development will occur through Professional Learning Communities including WICOR and CR.

Person Responsible

Lisa Jones

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, sign-in sheets, notes, work products.

Action Step 2 5

Ongoing teacher development support will be provided through the coaching model and analysis of student data.with a focus on reading and writing across content areas.

Person Responsible

Gwen VonWerne

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, sign-in sheets, notes, work products, PLC logs/schedules and coaches notes from teacher chats.

Action Step 3 `5`

Utilize Everglades PD resource room for collaborative, rigorous, and effective professional development.

Person Responsible

Gwen VonWerne

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Agendas, schedules.

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

Debrief with PLC Coordinator and observe PLCs and PLC Coordinator led meetings.

Person Responsible

Lisa Jones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Debriefing meeting notes, observation notes, feedback to PD team and PLC Coordinator via emails and meeting notes.

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

Leadership will review student and teacher performance data through data chats and meetings.

Person Responsible

Jesus Armas

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

meeting and chat notes, assessment reports, VAM scores

G2.B1.S2 School will provide rigorous and ambitious standards-based instruction that is customized to the individual strengths, needs, interests, and aspirations of each learner to build foundational skills and concepts. `4`

`S249559`

Strategy Rationale

By building foundational skills and concepts through rigorous and ambitious instruction, student will be successful in completing core classes.

Action Step 1 `5`

Provide a course of basic math skills for 9th grade students with prior year 1 and 2 math scores for maximum exposure to algebraic concepts.

Person Responsible

Carrie Neal

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Course load, student rosters, lesson plans, student work samples, student data

Action Step 2 `5`

Utilize Math Nation and Blender resource materials to increase proficiency on basic skills across grade levels.

Person Responsible

Carrie Neal

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Class rosters, lesson plans, student data reports from EDW and Math Nation, PLCs, FSQ reports, USA reports

Action Step 3 5

Provide small reading classes to allow for individualized instruction and effectively use the rotational model.

Person Responsible

Gary Fradkin

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Course load, student rosters, lesson plans, student work samples, FSQ reports, USA reports.

Action Step 4 5

Teachers will scaffold instruction to build students' reading and math levels by targeting their current levels and gradually increase rigor and cognitive complexity .

Person Responsible

Lisa Jones

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observations, lesson plans, notes from coaches, PD, EDW reports, FSQ reports, USA reports.

Action Step 5 5

School will provide extended learning opportunities through various means (push-in/pull-out, after school, and Saturday tutorials) across all content areas.

Person Responsible

Lisa Jones

Schedule

Weekly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Teacher and student sign-in, lesson plans, schedule.

Action Step 6 5

15 minutes of Schoolwide AVID Time (Homework, Organization, Study, Read) will be utilized during fifth period and scheduled around each teacher's lesson.

Person Responsible

Adrian Seepersaud

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Bell schedule, observations, walk-throughs.

Action Step 7 5

All teachers will use WICOR (Writing, inquiry, collaboration, organization, reading) within classroom.

Person Responsible

Lisa Jones

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, observations, walk-throughs.

Action Step 8 5

Teachers will facilitate standards-based, cognitively complex tasks that allow students to explore hypothesis testing, decision-making, and problem solving autonomously or within groups across all content areas.

Person Responsible

Lisa Jones

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observations, lesson plans, notes from coaches, PD, EDW reports, FSQ reports, USA reports.

Action Step 9 `5`

Provide Tier 2 interventions as Reading Plus and Just Words programs to increase proficiency on basic reading skills across grade levels.

Person Responsible

Elissa Mowry

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Reading Plus Score Reports, Progress Reports, FSQ/USA Reports.

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

Administration will conduct classroom observations, review schedules, hold debriefing meetings and data chats to ensure that both the online program and Title I programs are being implemented with fidelity.

Person Responsible

Lisa Jones

Schedule

Monthly, from 8/30/2017 to 6/1/2018

Evidence of Completion

debriefing notes, feedback to teachers, teacher data chats

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

Administration will review student assessments and track students progress.

Person Responsible

Lisa Jones

Schedule

Monthly, from 9/6/2017 to 6/1/2018

Evidence of Completion

common Algebra I assessment results, math online student progress reports, notes from common planning meetings

G2.B1.S3 Deepen instructional staff's understanding of the pillars of effective instruction through a variety of professional learning opprtunities (PLO): PLCs, PDD, Coaching, Principal coaching, etc. 4

🔑 S257884

Strategy Rationale

By deepening the instructional staffs understanding of the pillars of effective instruction, our school will continue to solidify its single school culture and acheive the instructional goals listed in the strategic plan.

Action Step 1 5

Develop a PLO schedule that has a theme focused on understanding the pillars of effective instruction.

Person Responsible

Lisa Jones

Schedule

On 9/29/2017

Evidence of Completion

Written Schedule of PLOs, PD/PLC sign ins and descriptions.

Action Step 2 5

Unpack each pillar through PLCs (Chunk one pillar at a time and spiral back throughout the school year.)

Person Responsible

Gwen VonWerne

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC Notes.

Action Step 3 `5`

Instructional coaches will support teachers with integrating the elements from the pillars such as planning standards-based lessons, communicating high expectations for each student to close the achievement gap, and helping students engage in cognitively complex tasks.

Person Responsible

Lisa Jones

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, PLC notes, and written reflections.

Action Step 4 `5`

Administrators will provide coaching feedback to teachers after conducting any form of observation.

Person Responsible

Lisa Jones

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observations

Action Step 5 `5`

After conducting observations, the leadership team will identify common needs identified among the faculty that will enhance instructional alignment efforts within the pillars of effective instruction.

Person Responsible

Lisa Jones

Schedule

On 6/1/2018

Evidence of Completion

Leadership Team discussion notes on pillars (upon identification.)

Action Step 6 `5`

Survey teachers after each round of PLCs to determine next steps for the pillar of study.

Person Responsible

Gwen VonWerne

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC Notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S3.A1 A338928	Develop a PLO schedule that has a theme focused on understanding the pillars of effective...	Jones, Lisa	8/14/2017	Written Schedule of PLOs, PD/PLC sign ins and descriptions.	9/29/2017 one-time
G1.B2.S1.A3 A325648	Provide small group and individual meetings to support student plans, goals, and give strategies...	Lanier, Nikki	9/11/2017	Agendas, presentations, sign-in sheets.	12/15/2017 daily
G1.B2.S1.A4 A325649	Provide small group and individual meetings to support student plans, goals, and give strategies...	Lanier, Nikki	1/8/2018	Agendas, meeting dates, counselor log of meetings.	5/25/2018 monthly
G2.B1.S1.A2 A325651	Ongoing teacher development support will be provided through the coaching model and analysis of...	VonWerne, Gwen	8/14/2017	Agendas, sign-in sheets, notes, work products, PLC logs/schedules and coaches notes from teacher chats.	6/1/2018 daily
G1.B1.S1.A1 A325642	Hold family involvement trainings addressing academic and social issues that impact student...	Amado, Crystal	11/1/2017	Invitations, sign-in sheets, agenda, evaluations/feedback, evidence of interaction.	6/1/2018 every-2-months
G1.B1.S1.A2 A325643	Effectively communicate school event dates with parents.	Amado, Crystal	9/1/2017	Parent mailings, parent phone calls, parent emails, social media.	6/1/2018 every-2-months
G1.B1.S1.A3 A325644	Provide monthly "coffee talks" with parents that include trainings of grad requirements, character...	Lanier, Nikki	10/6/2017	Invitations, sign-in sheets, agenda, evaluations/feedback.	6/1/2018 monthly
G1.B1.S1.A4 A325645	Parent-Teacher-Student Organization (PTSO) will hold monthly meetings to involve teachers, parents...	Kreitzman, Robert	8/14/2017	Invitations agendas, sing-in sheets, minutes.	6/1/2018 monthly
G1.B2.S1.MA1 M340459	Guidance Counselors will be able to show the goals of their assigned students to ensure a...	Jones, Lisa	1/9/2018	Credit Checks, Counselor Notes	6/1/2018 every-2-months
G1.B2.S1.MA1 M340460	Guidance Counselors will track student achievement	Lanier, Nikki	8/31/2017	EDW Reports, guidance survey, graduation survey	6/1/2018 quarterly
G1.B2.S1.A1 A325646	Guidance counselor will will provide key support to all students to ensure on-time graduation and...	Lanier, Nikki	10/16/2017	Classroom Schedule, agendas.	6/1/2018 every-6-weeks
G1.B2.S1.A2 A325647	Guidance counselor will meet individually with each student to ensure student is on track - Credit...	Lanier, Nikki	9/1/2017	Credit check form, senior classroom schedule, counselor log of meetings.	6/1/2018 quarterly
G2.B1.S3.A6 A339006	Survey teachers after each round of PLCs to determine next steps for the pillar of study.	VonWerne, Gwen	8/14/2017	PLC Notes	6/1/2018 biweekly
G1.B1.S1.MA1 M340457	Compare VIPS reports Compare Sign-in/out sheets	Mowry, Elissa	9/1/2017	VIP Printouts Parent/Childcare Sign-in/out sheets	6/1/2018 every-6-weeks
G2.B1.S1.MA1 M340462	Leadership will review student and teacher performance data through data chats and meetings.	Armas, Jesus	8/7/2017	meeting and chat notes, assessment reports, VAM scores	6/1/2018 quarterly
G2.B1.S1.MA1 M340463	Debrief with PLC Coordinator and observe PLCs and PLC Coordinator led meetings.	Jones, Lisa	8/14/2017	Debriefing meeting notes, observation notes, feedback to PD team and PLC Coordinator via emails and meeting notes.	6/1/2018 monthly
G2.B1.S1.A1 A325650	Ongoing teacher development will occur through Professional Learning Communities including WICOR...	Jones, Lisa	8/14/2017	Agendas, sign-in sheets, notes, work products.	6/1/2018 weekly
G1.B1.S1.MA1 M340458	Debriefing meetings with parent facilitators and review of parent evaluations.	Amado, Crystal	10/23/2017	debriefing notes, feedback to facilitators, emails, reflections	6/1/2018 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S3.A5 A339005	After conducting observations, the leadership team will identify common needs identified among the...	Jones, Lisa	8/14/2017	Leadership Team discussion notes on pillars (upon identification.)	6/1/2018 one-time
G2.B1.S2.MA1 M340464	Administration will review student assessments and track students progress.	Jones, Lisa	9/6/2017	common Algebra I assessment results, math online student progress reports, notes from common planning meetings	6/1/2018 monthly
G2.B1.S2.MA1 M340465	Administration will conduct classroom observations, review schedules, hold debriefing meetings and...	Jones, Lisa	8/30/2017	debriefing notes, feedback to teachers, teacher data chats	6/1/2018 monthly
G2.B1.S2.A1 A325653	Provide a course of basic math skills for 9th grade students with prior year 1 and 2 math scores...	Neal, Carrie	8/14/2017	Course load, student rosters, lesson plans, student work samples, student data	6/1/2018 daily
G2.B1.S2.A2 A325654	Utilize Math Nation and Blender resource materials to increase proficiency on basic skills across...	Neal, Carrie	8/14/2017	Class rosters, lesson plans, student data reports from EDW and Math Nation, PLCs, FSQ reports, USA reports	6/1/2018 daily
G2.B1.S2.A3 A325655	Provide small reading classes to allow for individualized instruction and effectively use the...	Fradkin, Gary	8/14/2017	Course load, student rosters, lesson plans, student work samples, FSQ reports, USA reports.	6/1/2018 daily
G2.B1.S2.A4 A325656	Teachers will scaffold instruction to build students' reading and math levels by targeting their...	Jones, Lisa	8/14/2017	Observations, lesson plans, notes from coaches, PD, EDW reports, FSQ reports, USA reports.	6/1/2018 daily
G2.B1.S2.A5 A325657	School will provide extended learning opportunities through various means (push-in/pull-out, after...	Jones, Lisa	11/1/2017	Teacher and student sign-in, lesson plans, schedule.	6/1/2018 weekly
G2.B1.S2.A6 A325658	15 minutes of Schoolwide AVID Time (Homework, Organization, Study, Read) will be utilized during...	Seepersaud, Adrian	8/14/2017	Bell schedule, observations, walk-throughs.	6/1/2018 daily
G2.B1.S2.A7 A325659	All teachers will use WICOR (Writing, inquiry, collaboration, organization, reading) within...	Jones, Lisa	8/14/2017	Lesson plans, observations, walk-throughs.	6/1/2018 daily
G2.B1.S2.A8 A338557	Teachers will facilitate standards-based, cognitively complex tasks that allow students to explore...	Jones, Lisa	8/14/2017	Observations, lesson plans, notes from coaches, PD, EDW reports, FSQ reports, USA reports.	6/1/2018 daily
G2.B1.S2.A9 A338559	Provide Tier 2 interventions as Reading Plus and Just Words programs to increase proficiency on...	Mowry, Elissa	8/14/2017	Reading Plus Score Reports, Progress Reports, FSQ/USA Reports.	6/1/2018 weekly
G2.MA1 M340466	RPBHS Path to Rigor: PDD debriefing, Instructional Team meetings, PGP Data, and Marzano...	Jones, Lisa	8/14/2017	PGP for growth of teachers with sound instruction.	6/1/2018 biweekly
G2.B1.S3.A2 A338929	Unpack each pillar through PLCs (Chunk one pillar at a time and spiral back throughout the school...	VonWerne, Gwen	8/14/2017	PLC Notes.	6/1/2018 biweekly
G2.B1.S3.A3 A338930	Instructional coaches will support teachers with integrating the elements from the pillars such as...	Jones, Lisa	8/14/2017	Lesson plans, PLC notes, and written reflections.	6/1/2018 quarterly
G2.B1.S3.A4 A338932	Administrators will provide coaching feedback to teachers after conducting any form of observation.	Jones, Lisa	8/14/2017	Observations	6/1/2018 every-2-months
G2.B1.S1.A3 A325652	Utilize Everglades PD resource room for collaborative, rigorous, and effective professional...	VonWerne, Gwen	8/1/2017	Agendas, schedules.	6/1/2018 monthly
G1.MA1 M340461	Test scores improving, 9 week grades, GPAs improving, attendance improving	Jones, Lisa	10/2/2017	EDW Reports, Guidance Surveys	6/29/2018 quarterly

V. Professional Development Opportunities

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

G2. If RPBHS implements effective and relevant instruction to meet the needs of all students then we will increase high school graduation rate.

G2.B1 Students lack foundational skills and concepts and inadequate opportunities to develop vocabulary, background, and content knowledge, and fluency. Reading and writing demands are not emphasized across content areas.

G2.B1.S1 Develop the capacity of teachers to deliver rigorous, customized instruction for all students.

PD Opportunity 1

Ongoing teacher development will occur through Professional Learning Communities including WICOR and CR.

Facilitator

Lisa Jones

Participants

all teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Ongoing teacher development support will be provided through the coaching model and analysis of student data.with a focus on reading and writing across content areas.

Facilitator

Gwen VonWerne

Participants

all teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

G2.B1.S3 Deepen instructional staff's understanding of the pillars of effective instruction through a variety of professional learning opprtunities (PLO): PLCs, PDD, Coaching, Principal coaching, etc.

PD Opportunity 1

Develop a PLO schedule that has a theme focused on understanding the pillars of effective instruction.

Facilitator

Lisa Jones, Gwen Von Werne, Elissa Mowry, Carrie Neal

Participants

All Faculty

Schedule

On 9/29/2017