Boynton Beach Community High

2017-18 Schoolwide Improvement Plan

Boynton Beach Community High

4975 PARK RIDGE BLVD, Boynton Beach, FL 33426

https://bbhs.palmbeachschools.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)
Combination School PK, 6-12	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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 Boynton Beach Community High

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Boynton Beach Community High School is committed to providing a world-class education by fostering an environment where students are challenged through rigorous coursework, including opportunities for college and career preparation, empowering each student to reach his or her highest potential.

b. Provide the school's vision statement.

100% of our students will graduate on time, college or career ready as responsible, productive members of society.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Additionally, we infuse conversation and guidance regarding building relationships with students and families at faculty meetings, PLC meetings, and individual meetings with teachers. During interviews for new teachers, the principal explains that the ability to form relationships with students is vital to success in our building.In the first days of school, school wide lessons are taught emphasizing tolerance and compassion, as well as appropriate methods of interacting with others in our diverse population. School wide lessons on Respect are given by all teachers in all classrooms and form the basis for developing positive relationships and character development. Cultural activities are embedded within the curriculum areas. Training will be held to help teachers understand how families of different cultures view education in an effort to increase parent involvement in the school. Various clubs related to culture support students in understanding one anothers' cultures, as well as maintain pride in their own cultures.

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

The Pillars of Effective Instruction support our schools creation of an environment where students feel safe and respected before, during and after school by developing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum through supplemental supports including school based counseling, career navigation, social services coordination, and graduation coaching. We also strive to enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary. Adults across the campus clarify their expectations for positive interpersonal interaction through our Single School Culture ROAR matrix, teaching specific responses to situations that happen during and

outside of school.

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 is embedded in faculty meetings through the use of videos and discussion. Processes for reporting violations of bullying/harassment/dating violence/civil rights policies are articulated and posted around the school building. Our Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e.
parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselors will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Our Positive Behavior Support Committee brainstorms with faculty members methods we will use to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.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, nonacademic,age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities.TV monitors are placed throughout the building and show pictures of positive activities taking place at our school. These monitors will also display the names of students who earn honor roll status each quarter.

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.

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following
our Behavioral Matrix (ROAR) and Teaching Expected Behaviors devised by the staff for student behavior in the classroom, cafeteria, hallways, etcsing school wided lessons and activities on late start days, communicating with parents, and Monitoring SwPBS. The common language of the Behavior Matrix is used when reinforcing appropriate student behavior, as well as when teaching and coaching appropriate student behavior. The school updates Action Plans during Leadership and Grade Level Team Meetings. Grade level assemblies are held each quarter to review behavior expectations and reward students who are following expectations. A school wide recognitions system is in place to reward students who attend class on time regularly and who achieve high academic standards.

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.

Our school has an operational school based team that meets frequently to discuss students with barriers to academic and social success and build programs of intervention specific to each child in need. Mentors are assigned to students with social-emotional needs. These mentors are teachers, administrators, counselors, or other appropriate personnel who can support students. We also refer students to an outside counselor through the Parent Child Center, TOPS program, Women of Tomorrow, and Youth Services Bureau. Students also have access to clubs such as Men's Club, Safe Zone Club, Key Club and others that provide positive role models and peer interactions. Many students are on formal or informal check in/check out plans; faculty is cognizant of the importance of positive interactions with students who struggle with social-emotional needs. Separate mentoring groups for males and females are also in operation to support students.
We also utilize our Positive Behavior Support coach who is provided through Safe Schools. She

reinforces our Single School Culture guidelines by working with students to resolve conflict and learn strategies for avoiding conflict. We also utilize the services of our Crisis Intervention Teacher, BIA, and safe schools interventionist to monitor and intervene with students who have severe behavior issues.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

The purpose of the Boynton Beach Community High School's Early Warning System is to provide data on the likelihood that students may or may not reach key academic goals.

Attendance under 90%. This indicator was chosen for its mix of accuracy (since a high percentage of students with that indicator that dropped out) and yield (a high proportion of all dropouts had this indicator).

First term failure in either English Language or Mathematics.

Suspended for one or more school days.

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	13	24	26	10	73
One or more suspensions	0	0	0	0	0	0	0	0	0	97	134	83	57	371
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	155	183	161	105	604
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	229	362	271	157	1019
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	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	152	212	152	86	602

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

Tier 1 Academic: Core curriculum, standardized assessment, Freshman Invasion and Ninth Grade Academy, Kahn Academy, Math Nation.
Tier 2 Academic: Differentiated instruction, group tutoring programs, Reading Plus,School Based Team.
Tier 3 Academic: Individualized tutorial programs, Credit recovery, Individualized Education Program, New Horizons, Fast Track, LLI .

Tier 1 Behavior: School counseling services, dropout early warning system, universal screening component, electronic tardy prevention system.
Tier 2 Behavior: After school programming, interventions from Graduation Coach, group mentoring programs, chemical dependency groups(DATA Counselor), School Based Team, individual student contracts.
Tier 3 Behavior: Intensive School Based Team case management, individual interventions from Positive Behavior Support Coach, intensive individual interventions (behavior contracts,chemical dependency treatment, mental health Interventions, etc.).

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 available at the school site.

2. Description

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.

BBCHS sets High Expectation for students by establishing partners with businesses in the area to provide resources for academic reinforcement such as gift cards or in-kind articles to reinforce attendance or honor roll status as well as providing resources for sports teams. These personalized relationships are built with area business through administrators, coaches, and other staff that lead to partnerships. Students often perform for community events in return for donations to programs; sports teams perform community service in return for donation. This process teaches students the importance of contributing as well as receiving. Open House Night will ensure parents receive curriculum information.Parent nights to support families of students who need to apply for college, obtain financial aide, and identify scholarships are held regularly. Edline, phone call outs, and Remind text messages ensure that parents and students receive important information.Parents are invited to a data awareness night to ensure parents are aware of their student academic status. Teachers participate in professional development training to increase positive relationships with parents. Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE,etc.) and student data. BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.All families are invited to participate in SAC.

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
Cooper-Dunbar, Leslie	Assistant Principal
Ferguson, David	Assistant Principal
Rizzatti, Dominick	Assistant Principal
Combs, Fredrina	Teacher, K-12
Sims, Guarn	Principal

b. Duties

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

At Boynton Beach Community High School, school leaders strive to serve as instructional leaders. Each school leader is responsible for a specific content area and serves as the leader of the teachers in that area. The leader is responsible for curriculum and instructional decisions, mentoring and developing teachers , and attaining appropriate resources needed. School leaders work with academic coaches and teams of teachers and use student data to identify priorities and make decisions regarding allocation of funds, responsibilities of academic coaches and school leaders, and program needs for students. Title I, Title III, and other resources are coordinated based on the needs of the students. Leaders meet weekly and use data to determine how the resources will be allocated. Leaders use observation data to identify the development needs of teachers and set high expectations. This data in tandem with student achievement data is used to design professional development. School leaders partner with Single School Culture Coordinator to improve instructional practice and student learning through Professional Learning Communities.School leaders also coordinate with ESE, ELL, SBT leaders and school counselors to provide MTSS through review data which will include universal screenings, diagnostic data, FSA/EOC data, teacher input, etc.

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.

With 80 percent of our students on free or reduced lunch, the vast majority of our students are at risk. Title I funding supports instruction, professional development, and parent involvement using strategies for students who are not achieving as expected and for students who are in honors and advanced classes. Title III funding is used to support the oral language development of ELL students through extended day opportunities. Title X services provide assistance to students who are identified as homeless, as needed, and school counselors ensure that students have consistent access to school-based resources such as free school meals, showers, computers, and transportation vouchers to meet their basic needs .Several programs are in in place to support appropriate behaviors and lifestyles for our students, including Women of Tomorrow, TOPS, Men's Club. Safe Schools provides a Positive Behavior Facilitator who is at our school three days each week. Teen mothers who take the Early Childhood class have access to free childcare. All students receive free breakfast through the federal food program and students who participate in after school tutorials receive snacks. Our school houses a voluntary pre-kindergarten program that serves as a training facility for our students who are working toward their Early Childhood certification. Americorp provides a graduation coach, A graduation coach is being provided through Title I funding. Students have the opportunity to move from our building directly into the workforce through our Industry Certification Classes in technology, medical, Early Childhood, and Culinary, as well as through the partnership with Embry Riddle

University. Our adult education program offers English Language classes for adults, credit recovery and a variety of other services.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Guarn Sims	Principal
Jennifer Dietrick	Parent
Lori Ann Roderick	Education Support Employee
Fredrina Combs	Teacher
Claire Gayle	Business/Community
Michael Douthat	Teacher
Ellin Ferrins	Business/Community
Andrea Sandrin	Parent
	Student

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

The SAC works together to review the effectiveness of strategies and progress on the goals of the FY15 school improvement plan in order to make appropriate modifications for the FY16 plan. Development of the FY16 plan will entail review of data and problem solving to set priorities for the current year and allocation of funds to support initiatives and programs.

b. Development of this school improvement plan

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

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

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

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

$5,567.00 was spent to purchase 19 Chromebooks

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
Sims, Guarn	Principal
Anderson, Ernest	Instructional Coach
Beamon-Steward, Sereatha	Teacher, K-12
Rizzatti, Dominick	Assistant Principal
Cooper-Dunbar, Leslie	Assistant Principal
craige, jennie	Instructional Coach

b. Duties

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

This group of professionals is comprised of leaders in literacy. This team includes a writing coach, the Single School Culture Coordinator, the English and Reading Department Instructional Leaderm three assistant principals, and the principal. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through literacy nights, professional development, coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials,school wide use of AVID Weekly, and curriculum development including Content Literacy Strategies implemented across 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, Â§ 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 focuses on providing all students with opportunities which support their academic and social emotional growth/relationships with teachers and peers. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. 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 between special education teachers, general education teachers and related service providers as appropriate.

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

1. Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures, as well as word of mouth referrals

2. Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

3. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. (Haberman Star Teacher Selection Process)

4. Welcome pre-service education students

5. Provide mentor for each teacher new to the school and cultivate a climate of collaboration and support to ensure teacher success

6. Provide a single school culture for behavior for safe and secure environment

7.Provide opportunities for Common Planning with grade level and subject area teams, as well as Professional Learning Communities where professional development is job embedded

8.Opportunities for professional development

9. Recognize teacher accomplishments

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. Engaging 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. This personalized supportive ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

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

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

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.

The teachers at Boynton Beach Community High School use the instructional programs and materials that are adopted and supported by the District and found on Blender. Teacher provide personalized instruction to all students. We also use AVID strategies, electives, and tutorials to teach organization and study skills which prepare students for success in college. AICE, Advanced Placement, and on-site Dual Enrollment courses provide rigorous curriculum for high achieving students.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. Standard-base instruction is

evident throughout ALL content areas and grade levels. 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.

Content Literacy Strategies are being implemented in all history and science classes as teachers are trained.

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.

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

The Literacy Leadership Team holds meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the LAFS and MAFS with teachers during Learning Team Meetings and private data chats with individual teachers. Intensive reading classrooms utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. Reading Plus is used to assess and individualize reading instruction for students seeking reading proficiency or college ready scores. LLI is provided for students who score in the low 25% of student on the ELA FSA. Level 1 readers are scheduled into a science and social studies classes taught by teacher who are Content Literacy Strategy Trained. Level 1 math students are scheduled in to a second math class which provides students the opportunity to build foundational skills. Math Nation and Kahn Academy are used to support and build skill for success on EOC. Achieve 3000 will be implemented in ELL Reading and English classrooms as an alternative for students who are not yet able to access Reading Plus.

Instruction in all classes is rigorous, engaging, and aligned with the Florida Standards. Resources are provided to support instruction in all content areas (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, hands on materials for math and science).Teachers provide specially designed instruction per student's IEP needs, integrating accommodations into Lesson Plans

Teachers administer formative assessments which measure instructed standards, and data is discussed during data chats with teachers and Professional Learning Community meetings. Teachers conduct individual data chats with students as students track and monitor their learning. Extended day tutorials are available for ELL students, retake students, and math students who need support to pass EOC's.

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: Extended School Day

Minutes added to school year: 5,688

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

Strategy Rationale

Students respond to small group, targeted instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: After School Program

Minutes added to school year: 5,688

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Summer Program

Minutes added to school year: 10,080

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

Strategy Rationale

At risk students need additional time to recover credits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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 learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. Summer programs are held for incoming students, as well as students who did not meet all requirements for on time graduation. Transition meetings are held for ESE students who enter and exit the school. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Boynton Beach High School ELA offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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.

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 promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), and Dual Enrollment, including on-site opportunities
-Integration of STEM activities across curriculum in grade 9, including access to a STEM lab and outdoor classroom
-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
- Onsite TRIO services, as well as summer programs for language development and ACT preparation for ELL students
-Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
-Opportunities for students to participate in Academic Games competitions
-Onsite dual enrollment opportunity through BASA classes

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

Career and technical education programs available are:
-Aviation courses through BASA
-Early Childhood
-Medical Sciences
-Information Technology
-Fashion Design
-ROTC
All Career and Technical Education (CTE) related programs fall under one of the career clusters listed above and on the FLDOE website at the following link:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/index.stml
School based Career and Technical Education (CTE) information can be accessed in a variety of different district locations. For a listing of CTE courses offered by the school, please review the school's master schedule (C16) screen on TERMS to locate the courses. CTE courses begin with the number 8 or 9. To access what program a particular CTE course is associated with, please go to the C17 screen to identify the vocational sub-program number. To access the curriculum requirements for the CTE program, please visit http://www.fldoe.org/ and enter the program number in the search box at the top. You will be taken to the curriculum program.
CTE program related program data can also accessed by visiting the following link to the district's CTE Program Completer and OCP/IC Manual. Please click on this link for the FY16 manual. This document contains a listing of information relative to CTE programs to include suggested industry certifications by course. Middle and high schools have identified career academy coordinators who can assist in navigating this information.

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

Boynton Beach Community High School offers Career and Technical Education related career academies and/or programs. These programs are organized as programs of study combining rigorous academics with CTE courses and are attached to articulated credit with local post-secondary institutions as well as industry certifications. Programs of Study provide a platform for students to

graduate both college and career ready. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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"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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase our 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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase our graduation rate. `1a`

🔍 G094816

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
FSA ELA Achievement	38.0
Algebra I EOC Pass Rate	30.0
4-Year Grad Rate (Standard Diploma)	86.0

Targeted Barriers to Achieving the Goal `3`

- We have a challenge at meeting students specific needs to improve their outcomes due to: 1) limited desire of staff to change their practices 2) capacity of understanding how to plan scaffolded lessons that ensure students are supported throughout the lesson to master the rigorous standards 3) using common formative assessments to monitor the progress of our students and make adjustments to instruction as needed

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

- Teachers

- Parents

- Community Partners and Agencies

- Title I Funding

- Title III Funding

- District and Regional Support Personnel

Plan to Monitor Progress Toward G1. `8`

Achievement data and interim assessment data related to graduation requirements (FSA and EOC) will be monitored.

Person Responsible
Guarn Sims

Schedule
Every 6 Weeks, from 10/3/2017 to 5/22/2018

Evidence of Completion
Evidence of data chats and data review-meeting notes, agendas, and sign in sheets.

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase our graduation rate. 1

🔑 G094816

G1.B1 We have a challenge at meeting students specific needs to improve their outcomes due to: 1) limited desire of staff to change their practices 2) capacity of understanding how to plan scaffolded lessons that ensure students are supported throughout the lesson to master the rigorous standards 3) using common formative assessments to monitor the progress of our students and make adjustments to instruction as needed 2

🔑 B254996

G1.B1.S1 Provide instructional staff and support staff with focused professional development which fosters a shift in practice to ensure students are provided with a differentiated learning environment. (Adult Centered) 4

🔑 S269446

Strategy Rationale

If we support teachers in understanding how to academically and instructionally support students with mastering the full intent of the standards, then we will see a decrease in the number of students performing below grade level.

Action Step 1 5

Participate in PLC's which would support the development of teacher capacity around personalized (scaffold) instruction based on the rigor of the standard.

Person Responsible

Leslie Cooper-Dunbar

Schedule

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

Evidence of Completion

Lesson plans, student work samples, classroom walkthroughs , PLC documents and planning documents for differentiated instruction.

Action Step 2 `5`

Develop teacher efficacy as it relates to students ability to learn.

Person Responsible

Guarn Sims

Schedule

Every 3 Weeks, from 9/1/2017 to 6/1/2018

Evidence of Completion

lesson plans, instructional action plans

Action Step 3 `5`

Teachers will plan and participate in standard-base conferences with parents

Person Responsible

Leslie Cooper-Dunbar

Schedule

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

Evidence of Completion

Agenda, Student academic action plans and sign in sheets

Action Step 4 `5`

Administration and Instructional Coaches will develop and monitor common assessments.

Person Responsible

Leslie Cooper-Dunbar

Schedule

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

Evidence of Completion

IFC's, pacing guides and assessment calendars

G1.B1.S2 Provide students with a variety of supportive and personalized learning opportunities to meet their needs. (Student Centered) 4

🔑 S269447

Strategy Rationale

If we identify specific needs of our students, using common formative assessment data, then we will see a positive difference with student engagement in their learning and motivation.

Action Step 1 5

Conduct Monthly Parent Conferences

Person Responsible

Leslie Cooper-Dunbar

Schedule

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

Evidence of Completion

Agendas, sign in-sheets, conference notes and Action plans

Action Step 2 5

Conduct College and post secondary Parent Involvement nights

Person Responsible

Kaitlyn McNulty

Schedule

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

Evidence of Completion

sign in sheets and agendas

Action Step 3 `5`

Student Performance Goals/Scales will used to assist students with understanding their learning.

Person Responsible

Leslie Cooper-Dunbar

Schedule

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

Evidence of Completion

student scales and notes from PLC's

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

Admin will meet weekly to discuss findings and make recommendations

Person Responsible

Guarn Sims

Schedule

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

Evidence of Completion

Agendas, sign in sheets and meeting minutes

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

All meetings will be monitored by the principal to ensure their effectiveness(IFC's and Assessment Calendars)

Person Responsible

Guarn Sims

Schedule

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

Evidence of Completion

notes, sign in sheets

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

Administration and Instructional Coaches will select district created FSQ's and Unit Assessments to ensure common assessments are being used to inform teaching and learning.

Person Responsible

Guarn Sims

Schedule

Every 3 Weeks, from 9/10/2017 to 6/1/2018

Evidence of Completion

Item analysis of assessments conducted, minutes/agenda from PLC's and lesson plans showing evidence of effective practices being implemented.

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					
G1.MA1 M384506	Achievement data and interim assessment data related to graduation requirements (FSA and EOC) will...	Sims, Guarn	10/3/2017	Evidence of data chats and data review-meeting notes, agendas, and sign in sheets.	5/22/2018 every-6-weeks
G1.B1.S1.A1 A359794	Participate in PLC's which would support the development of teacher capacity around personalized...	Cooper-Dunbar, Leslie	9/1/2017	Lesson plans, student work samples, classroom walkthroughs , PLC documents and planning documents for differentiated instruction.	6/1/2018 weekly
G1.B1.S1.A2 A359795	Develop teacher efficacy as it relates to students ability to learn.	Sims, Guarn	9/1/2017	lesson plans, instructional action plans	6/1/2018 every-3-weeks
G1.B1.S1.A3 A359796	Teachers will plan and participate in standard-base conferences with parents	Cooper-Dunbar, Leslie	9/1/2017	Agenda, Student academic action plans and sign in sheets	6/1/2018 monthly
G1.B1.S1.A4 A359797	Administration and Instructional Coaches will develop and monitor common assessments.	Cooper-Dunbar, Leslie	9/1/2017	IFC's, pacing guides and assessment calendars	6/1/2018 daily
G1.B1.S2.MA1 M384471	All meetings will be monitored by the principal to ensure their effectiveness(IFC's and Assessment...	Sims, Guarn	9/1/2017	notes, sign in sheets	6/1/2018 weekly
G1.B1.S2.MA3 M384472	Administration and Instructional Coaches will select district created FSQ's and Unit Assessments to...	Sims, Guarn	9/10/2017	Item analysis of assessments conducted, minutes/agenda from PLC's and lesson plans showing evidence of effective practices being implemented.	6/1/2018 every-3-weeks
G1.B1.S2.MA1 M384473	Admin will meet weekly to discuss findings and make recommendations	Sims, Guarn	8/14/2017	Agendas, sign in sheets and meeting minutes	6/1/2018 weekly
G1.B1.S2.A1 A359798	Conduct Monthly Parent Conferences	Cooper-Dunbar, Leslie	9/1/2017	Agendas, sign in-sheets, conference notes and Action plans	6/1/2018 monthly
G1.B1.S2.A2 A359799	Conduct College and post secondary Parent Involvement nights	McNulty, Kaitlyn	9/1/2017	sign in sheets and agendas	6/1/2018 every-6-weeks
G1.B1.S2.A3 A359800	Student Performance Goals/Scales will used to assist students with understanding their learning.	Cooper-Dunbar, Leslie	9/1/2017	student scales and notes from PLC's	6/1/2018 biweekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our graduation rate.

G1.B1 We have a challenge at meeting students specific needs to improve their outcomes due to: 1) limited desire of staff to change their practices 2) capacity of understanding how to plan scaffolded lessons that ensure students are supported throughout the lesson to master the rigorous standards 3) using common formative assessments to monitor the progress of our students and make adjustments to instruction as needed

G1.B1.S1 Provide instructional staff and support staff with focused professional development which fosters a shift in practice to ensure students are provided with a differentiated learning environment. (Adult Centered)

PD Opportunity 1

Participate in PLC's which would support the development of teacher capacity around personalized (scaffold) instruction based on the rigor of the standard.

Facilitator

Instructional Coaches, Admin and SSCC

Participants

All core content area teachers, Instructional Coaches and Admin.

Schedule

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

PD Opportunity 2

Develop teacher efficacy as it relates to students ability to learn.

Facilitator

SSCC, IIIes, Jennifer

Participants

teachers, instructional coaches and admin

Schedule

Every 3 Weeks, from 9/1/2017 to 6/1/2018

PD Opportunity 3

Teachers will plan and participate in standard-base conferences with parents

Facilitator

Leslie Cooper-Dunbar

Participants

Teachers, parents, and Admin

Schedule

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

G1.B1.S2 Provide students with a variety of supportive and personalized learning opportunities to meet their needs. (Student Centered)

PD Opportunity 1

Student Performance Goals/Scales will used to assist students with understanding their learning.

Facilitator

SSCC , Jennifer Illes

Participants

Students, parents and Teachers

Schedule

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

VI. Technical Assistance Items

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our graduation rate.

G1.B1 We have a challenge at meeting students specific needs to improve their outcomes due to: 1) limited desire of staff to change their practices 2) capacity of understanding how to plan scaffolded lessons that ensure students are supported throughout the lesson to master the rigorous standards 3) using common formative assessments to monitor the progress of our students and make adjustments to instruction as needed

G1.B1.S1 Provide instructional staff and support staff with focused professional development which fosters a shift in practice to ensure students are provided with a differentiated learning environment. (Adult Centered)

TA Opportunity 1

Administration and Instructional Coaches will develop and monitor common assessments.

Facilitator

Jennifer Iles, SSCC

Participants

Admin, Teachers and Instructional Coaches

Schedule

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

G1.B1.S2 Provide students with a variety of supportive and personalized learning opportunities to meet their needs. (Student Centered)

TA Opportunity 1

Conduct Monthly Parent Conferences

Facilitator

Guidance Department and Admin

Participants

Community leaders, Parents and Students

Schedule

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

TA Opportunity 2

Conduct College and post secondary Parent Involvement nights

Facilitator

Guidance Department and Administrative Team

Participants

Parents , teachers and students

Schedule

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