

The School District of Palm Beach County

Boynton Beach Community High



2018-19 Schoolwide Improvement Plan

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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) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Combination School PK, 6-12 | Yes | 84% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 91% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| Grade | C | C | D | C* |

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

| Name | Title |
|-----------------------|---------------------|
| Cooper-Dunbar, Leslie | Assistant Principal |
| Combs, Fredrina | Teacher, K-12 |
| Rizzatti, Dominick | Assistant Principal |
| Charles, Presley | Assistant Principal |
| Miller, LaTasha | Assistant Principal |
| Illes, Jennifer | Other |
| Lockhart, Anthony | Principal |

Duties

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

At Boynton Beach Community High School, school leaders strive to serve as instructional leaders. Each school leader is responsible for a specific content area and serves as the leader of the teachers in that area. The leader is responsible for curriculum and instructional decisions, mentoring and developing teachers, and attaining appropriate resources needed. School leaders work with academic coaches and teams of teachers and use student data to identify priorities and make decisions regarding allocation of funds, responsibilities of academic coaches and school leaders, and program needs for students. Title I, Title III, 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

Early Warning Systems

Year 2017-18

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 | 33 | 43 | 42 | 30 | 148 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 104 | 144 | 53 | 406 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 | 109 | 159 | 83 | 476 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 192 | 225 | 217 | 111 | 745 |
| | 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 | 133 | 145 | 166 | 54 | 498 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 | 66 | 68 | 78 | 308 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 | 66 | 68 | 78 | 308 |

Date this data was collected

Wednesday 8/29/2018

Year 2016-17 - As Reported

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 | 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 |

Year 2016-17 - Updated

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 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

In analyzing the school data we found our lowest performing data component is seen within ELA lowest 25% students. There was 5% decline from 2017. We also found in our White subgroup data there was a decline of 9% in ELA Achievement, a minus 24% in learning gains and in math that same subgroup declined 21% in learning gains.

Which data component showed the greatest decline from prior year?

White subgroup data there was a decline of 9% in ELA Achievement, a minus 24% in learning gains and in math that same subgroup declined 21% in learning gains. Also, the Multi racial declined 10% in math achievement from one year to the next. The data also indicated that there has been no movement with our White subgroup in Math and Hispanic subgroups in Social Studies. Looking at ELA 9th and 10th cohort there was only a 1% gain. There was also a 1% growth from last year History.

Which data component had the biggest gap when compared to the state average?

The ELA achievement data indicates that BBBHS has a difference of negative 23% as compared to the state. Additionally within the areas of ELA learning gains, ELA lowest 25, math achievement, math learning gains, science and science achievement we are a negative difference of 14% to 16% as compared to the state.

Which data component showed the most improvement? Is this a trend?

BBCHS data indicates improvements in these following areas: Math Achievement 35%(18% increase) and Science Achievement 51% (15% increase) and Social Studies Achievement 65% (7% increase). All subgroups(Black, Hispanic, Asian, Multicultural, SWD, Free/Reduced Lunch and ELL) went up Whites Students did not.

Describe the actions or changes that led to the improvement in this area.

BBCHS has implemented the following tools in the quest for students improvement: Professional Learning Communities, Explicit Planning by departments, Standard based instruction and monitoring Data Chats Teacher to Administration, Teachers to Teacher, Administration to Administration(school and region) and Teacher to student/parent
 Tutorials before, during and after-school
 Monthly academic meetings with parents and students: Parent Conferences, Jump-Start to Graduation, Dual Enrollment, Graduation Readiness Meetings, Grade Level Academic Achievement Assemblies, Grade Level Academies

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 33% | 55% | 60% | 28% | 44% | 55% |
| ELA Learning Gains | 37% | 56% | 57% | 37% | 52% | 54% |
| ELA Lowest 25th Percentile | 30% | 51% | 52% | 30% | 49% | 49% |
| Math Achievement | 35% | 52% | 61% | 15% | 43% | 56% |
| Math Learning Gains | 35% | 54% | 58% | 20% | 47% | 54% |
| Math Lowest 25th Percentile | 41% | 49% | 52% | 37% | 42% | 48% |
| Science Achievement | 51% | 49% | 57% | 38% | 37% | 52% |
| Social Studies Achievement | 65% | 72% | 77% | 40% | 66% | 72% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | Total |
|---------------------------------|-----------------------------------|-------|-------|-----------|-----------|-----------|-----------|------------|
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 (0) | 0 (0) | 0 (0) | 33 (13) | 43 (24) | 42 (26) | 30 (10) | 148 (73) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 105 (97) | 104 (134) | 144 (83) | 53 (57) | 406 (371) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 125 (155) | 109 (183) | 159 (161) | 83 (105) | 476 (604) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 192 (229) | 225 (362) | 217 (271) | 111 (157) | 745 (1019) |
| | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2018 | 31% | 56% | -25% | 53% | -22% |
| | 2017 | 25% | 54% | -29% | 52% | -27% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | 31% | | | | |
| 10 | 2018 | 26% | 55% | -29% | 53% | -27% |
| | 2017 | 22% | 51% | -29% | 50% | -28% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | 1% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 45% | 67% | -22% | 65% | -20% |
| 2017 | 35% | 66% | -31% | 63% | -28% |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| Compare | | 10% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 55% | 68% | -13% | 68% | -13% |
| 2017 | 54% | 68% | -14% | 67% | -13% |
| Compare | | 1% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 26% | 62% | -36% | 62% | -36% |
| 2017 | 19% | 59% | -40% | 60% | -41% |
| Compare | | 7% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 28% | 57% | -29% | 56% | -28% |
| 2017 | 18% | 55% | -37% | 53% | -35% |
| Compare | | 10% | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 12 | 25 | 29 | 14 | 36 | 40 | 20 | 49 | | 85 | 59 |
| ELL | 15 | 36 | 33 | 26 | 32 | 37 | 28 | 28 | | 74 | 63 |
| BLK | 28 | 35 | 31 | 34 | 34 | 39 | 48 | 61 | | 88 | 60 |
| HSP | 39 | 42 | 26 | 36 | 40 | 45 | 57 | 64 | | 81 | 72 |
| MUL | 69 | 60 | | 15 | 27 | | | | | | |
| WHT | 42 | 32 | | 42 | 31 | | 48 | 86 | | 84 | 83 |
| FRL | 30 | 35 | 30 | 33 | 36 | 42 | 49 | 63 | | 85 | 63 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 7 | 25 | 27 | 11 | 22 | 35 | 10 | 42 | | 88 | 30 |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| ELL | 3 | 25 | 28 | 11 | 30 | 42 | 19 | 16 | | 68 | 52 |
| ASN | | | | 27 | 27 | | | | | | |
| BLK | 20 | 30 | 34 | 13 | 22 | 39 | 30 | 51 | | 85 | 48 |
| HSP | 26 | 31 | 33 | 17 | 24 | 37 | 33 | 64 | | 79 | 69 |
| MUL | 50 | 36 | | 25 | 6 | | 82 | 58 | | | |
| WHT | 51 | 56 | | 42 | 28 | | 69 | 80 | | 91 | 67 |
| FRL | 21 | 30 | 36 | 15 | 22 | 39 | 33 | 53 | | 84 | 52 |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title To ensure student progress within ELA is in alignment with the district SP:LTO #2 High School Graduation Rate . LTO# Foster post graduation success

Rationale In analyzing the school data we found our lowest performing data component is seen within ELA lowest 25% students. There was 5% decline from 2017. We also found in our White subgroup data there was a decline of 9% in ELA Achievement, a minus 24% in learning gains and in math that same subgroup declined 21% in learning gains.

Intended Outcome BBCHS Achievement levels in ELA illustrate a minimum increase. The goal is to increase the achievement levels by at least 8%. From 33% to 41% or greater.

Point Person Leslie Cooper-Dunbar (leslie.cooper-dunbar@palmbeachschools.org)

Action Step

Description Pillars of effective instruction where students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42(2). BBCHS will continue to develop a single school culture and appreciation for multicultural diversity in alignment to school board policy Florida School Board Policy 2.09 with a focus on reading and writing across the content areas. Tutorials before, during and after-school with identified students will be implemented throughout the school year starting in October/2018.

Person Responsible Leslie Cooper-Dunbar (leslie.cooper-dunbar@palmbeachschools.org)

Plan to Monitor Effectiveness

Description Post-secondary preparedness by ensuring students are in accelerated coursework,

Person Responsible Fredrina Combs (fredrina.combs@palmbeachschools.org)

| | |
|--------------------------------------|---|
| Activity #2 | |
| Title | To increase teacher capacity in the classroom using standard base instruction. LTO#2 High School Graduation Rate |
| Rationale | To increase teacher capacity in the area of rigorous instruction aligned to the standards. |
| Intended Outcome | The intended outcome is to increase the number of students meeting achievement levels and making gains in all accountable cells. |
| Point Person | Leslie Cooper-Dunbar (leslie.cooper-dunbar@palmbeachschools.org) |
| Action Step | |
| Description | In alignment to School Board 2.09 and Florida State statue 1003.42(2) our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women with in US History. Teachers will received full day professional development in the area of instruction and instructional delivery using required standards. |
| Person Responsible | Jennifer Illes (jennifer.illes@palmbeachschools.org) |
| Plan to Monitor Effectiveness | |
| Description | Teachers will receive full-day PDD via the Secondary Literacy Department. The school will support and create a community which requires and supports diversity, multiculturalism, personalized, pro-social manner, fairness, and equity cross content areas and grade levels. |
| Person Responsible | Angela Hammond (angela.hammond@palmbeachschools.org) |

Activity #3

| | |
|-------------------------|--|
| Title | Increase lowest 25% in reading. SP:LTO#2 High School Graduation Rate |
| Rationale | The data indicated a drop in the area of lowest 25% in reading. There has been no substantial gains in the area of the lowest 25% in multiple years. |
| Intended Outcome | The anticipated graduation rate will be 90% or above by the end of the school year 2018-2019. The school will continue to support a culture diversity, multiculturalism across the grade levels and content areas. |
| Point Person | Leslie Cooper-Dunbar (leslie.cooper-dunbar@palmbeachschools.org) |

Action Step

| | |
|---------------------------|---|
| Description | BBCHS will continue to implement the following tools: Professional Learning Communities, Explicit Planning by departments, Standard-based instruction and monitoring, Data Chats Teacher to Administration, Teachers to Teacher, Administration to Administration(school and region) and Teacher to student/parent. |
| Person Responsible | LaTasha Miller (latesha.miller@palmbeachschools.org) |

Plan to Monitor Effectiveness

| | |
|---------------------------|---|
| Description | Teachers will participate in all day standard focus PDD in a professional learning community. |
| Person Responsible | Angela Hammond (angela.hammond@palmbeachschools.org) |

| | |
|-------------------------|--|
| Activity #4 | |
| Title | To increase awareness of culture diversity and scenabilities. SP:LTO:#4Post Secondary graduation rate, |
| Rationale | Post secondary preparedness by ensuring students participate in advanced coursework and increase achievement levels in all areas. |
| Intended Outcome | The school will host events and Post-secondary for students to experience and celebrate different cultures, not limited to but including: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans. |
| Point Person | Dominick Rizzatti (dominick.rizzatti@palmbeachschools.org) |

| | |
|---------------------------|--|
| Action Step | |
| Description | In alignment to School Board Policy 2.09 and Florida State Statue 1003.42(2) our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures. In music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History. All Content areas will incorporate the required Florida Statute 1003.42(2) as required by law. |
| Person Responsible | Presley Charles (presley.charles@palmbeachschools.org) |

| | |
|--------------------------------------|--|
| Plan to Monitor Effectiveness | |
| Description | The school will participate in community workshops and meetings. Parents will be surveyed concerning the effectiveness of the events and programs at the school level. |
| Person Responsible | Jennifer Illes (jennifer.illes@palmbeachschools.org) |

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

To build positive relationships with families and the community the school will host events and opportunities for students to experience and celebrate different cultures, not limited to but including: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans.Florida Statute 1003.42(2).

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

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.

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.

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.

In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History. 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, diversity, multiculturalism, 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 with personalized support to meet the need of our diverse population. 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 while maintaining the higher respect and honor for all. Several programs are 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 supports pro-social manners, fairness, equity and accessibility to all. 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 creates/supports a community offers English Language classes for adults, credit recovery and a variety of other services.

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 the 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

Part V: Budget

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| Total: | \$0.00 |
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