

The School District of Palm Beach County

Boynton Beach Community High



2019-20 Schoolwide Improvement Plan

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Boynton Beach Community High

4975 PARK RIDGE BLVD, Boynton Beach, FL 33426

<https://bbhs.palmbeachschools.org>

Demographics

Principal: Moody Fuller

Start Date for this Principal: 8/11/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (48%) 2016-17: C (41%) 2015-16: D (38%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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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	Job Duties and Responsibilities
Cooper-Dunbar, Leslie	Assistant Principal	BBCHS Leadership Team is responsible for overseeing and monitor the SIP through out the school year. Monitor teacher effectiveness, student progress and fidelity of ELA and ESE students.
Combs, Fredrina	Teacher, K-12	Monitor teacher effectiveness, student progress and fidelity as it relates to student progress and educational guidance.
Charles, Presley	Assistant Principal	Monitor teacher effectiveness, student progress and fidelity of U.S. History. Also to monitor 10th grade students pathway to graduation.
Miller, LaTasha	Assistant Principal	Monitor teacher effectiveness, student progress and fidelity of Mathematics. Also to monitor 11th grade students pathway to graduation.
Lockhart, Anthony	Principal	Monitor the BBCHS Leadership Team in their perspective roles as it relates to students achievement and progress. Also, to provide actionable feedback which would allow the team to reflect and move forward towards continuous improvement.
Hammond, Angela	Assistant Principal	Monitor teacher effectiveness, student progress as it relates to attendance. Also to monitor 9th grade students pathway to graduation.
Bostic, Tina	Teacher, K-12	Monitor ESE progress and students pathway to graduation.
Mosely, Tina	Teacher, K-12	Testing Coordinator monitor assessments and to monitor all assessments are administer with fidelity and uphold ethical testing standards and requirements.

Early Warning Systems**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	434	405	378	461	1678	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	41	46	46	39	172	
One or more suspensions	0	0	0	0	0	0	0	0	0	112	86	76	44	318	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	86	104	123	83	0	396	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	201	220	198	111	730	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	123	120	122	66	431	

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	76	75	73	62	286	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	6	6	11	26	

FTE units allocated to school (total number of teacher units)

130

Date this data was collected or last updated

Tuesday 8/13/2019

Prior Year - 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	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		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	133	145	166	54	498

Prior Year - 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	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	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	133	145	166	54	498

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	56%	61%	25%	46%	57%
ELA Learning Gains	44%	58%	59%	33%	52%	57%
ELA Lowest 25th Percentile	41%	55%	54%	35%	50%	51%
Math Achievement	24%	53%	62%	17%	43%	58%
Math Learning Gains	31%	55%	59%	23%	48%	56%
Math Lowest 25th Percentile	42%	52%	52%	38%	47%	50%
Science Achievement	60%	45%	56%	36%	41%	53%
Social Studies Achievement	65%	75%	78%	58%	67%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	434 (0)	405 (0)	378 (0)	461 (0)	1678 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	41 (33)	46 (43)	46 (42)	39 (30)	172 (148)
One or more suspensions	0 (0)	0 (0)	0 (0)	112 (105)	86 (104)	76 (144)	44 (53)	318 (406)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Course failure in ELA or Math	0 (0)	0 (0)	86 (0)	104 (125)	123 (109)	83 (159)	0 (83)	396 (476)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	201 (192)	220 (225)	198 (217)	111 (111)	730 (745)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019	26%	56%	-30%	55%	-29%
	2018	31%	56%	-25%	53%	-22%
Same Grade Comparison		-5%				
Cohort Comparison		26%				
10	2019	34%	54%	-20%	53%	-19%
	2018	26%	55%	-29%	53%	-27%
Same Grade Comparison		8%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	69%	-14%	67%	-12%
2018	45%	67%	-22%	65%	-20%
Compare		10%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	69%	-12%	70%	-13%
2018	55%	68%	-13%	68%	-13%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	64%	-43%	61%	-40%
2018	26%	62%	-36%	62%	-36%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	60%	-36%	57%	-33%
2018	28%	57%	-29%	56%	-28%
Compare		-4%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	14	30	35	19	32	40	33	44		84	61
ELL	18	35	33	19	33	41	60	46		76	60
BLK	28	42	43	21	29	44	56	64		87	66
HSP	44	46	35	33	42	43	65	65		79	74
MUL	62	42									
WHT	51	56		32	24		74	68		95	83
FRL	30	43	42	23	31	43	59	61		87	67
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	11

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data demonstrating the lowest component is seen within 9th Grade Algebra in FY 18 a19 achievement was 21% while in Fchievement was 26% a difference of 5%
 10th Geometry in Fy 19 24% and in Fy 18 28% a difference of 4%
 9th Grade ELA in Fy 19 26% and in FY 18 31% a difference of 5%
 Math achievement and learning gains showed declines as opposed to progress within the majority of the subgroups at BBCHS. This is apparent with the ESSA identified SWD subgroup who had a decline of 4 percentage points in learning gains. This may be due to the teachers meeting with multiple students in different classes in one class period. We continue to manipulate our masterboard to meet the need sof all of our students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math achievement and math learning gains demonstrated the greatest decline from on year to the next. In achievement we had a minus nine point drop. This is apparent within the majority of our subgroups decline of 3% to 13%. In learning gains we have a minus 4 drop. Our majority of the subgroups had a minus 1 to a minus 8 percentage drop.
 Our SWD 's demonstrated in the lowest 25% category the same score from one year to the next with a 40% and within learning gains they demonstrated a minus 4% drop. One reason this is happening is that the ESE students support teachers are visiting multiple classes in a 45 minute time-.frame

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when comparing our school to the state is seen within ELA achievement ;our school 34% , the state 56%, a difference of 22% points, Within Math achievement ;our school 24% , the state 51%, a difference of 23% points, Within Math learning gains ;our school 31% , the state 48%, a difference of 17% points. The data components within the largest gaps maybe due to the change in personnel during fragile time. We will continue to select, interview and hire staff as soon as a positions come available.

Which data component showed the most improvement? What new actions did your school take in this area?

Our areas that demonstrated the most improvement are seen within science achievement. Our school scored in FY 19 60% and in Fy 18 we scored 51% a positive increase of 9%, Within our subgroups we saw significant growth:

White plus 26 points, Blacks plus 8 points, Hispanics plus 8 point, ED plus 10 points, ELL plus 32 and Our ESSA identified subgroup made a gain of 13 points meaning in Fy 18 they achieved 20% and in Fy 19 they achievement 33%.

This is due to intensely focused instruction in those areas. Those areas also have experienced teachers who are well versed in the subject area and a well developed craft of instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Course failure in ELA or Math
Level 1 on statewide assessment

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA 9th and 10th Grade
2. ESE students in all areas/proficient or learning gains
3. Algebra proficiency
4. Geometry proficiency
5. Graduation Rate

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure effective and relevant instruction for all students to succeed in all content areas in alignment with LTO #3 High School Graduation Rate and LTO #4 Post Graduate Success
Rationale	<p>BBCHS has demonstrated the need for additional support and focus in all content areas because of the decline seen from FY19 to Fy 18: 9th Grade Algebra; 21% a difference of 5%. 10th Grade Geometry; 24% a difference of 4%. 9th Grade ELA; 26% a difference of 5%.</p> <p>Math achievement we had a 9% point drop and learning gains showed declines as opposed to progress within the majority of the subgroups at BBCHS. The subgroups had a negative 1 to a negative 8 percent decline. Our SWD 's demonstrated in the Lowest 25% category the same score from one year to the next with a 40% and within learning gains they demonstrated a negative 4%.</p>
State the measurable outcome the school plans to achieve	<p>Our intended outcomes for FY 20 are:</p> <p>ELA Achievement: 44%. a 10% increase</p> <p>ELA Learning Gains:</p> <p>ELA Low 25%:</p> <p>Math Achievement:</p> <p>Math Learning Gains::</p> <p>Math Low 25%:</p>
Person responsible for monitoring outcome	Anthony Lockhart (anthony.lockhart@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. ELA 9th and 10th Grade <ol style="list-style-type: none"> a.Double Down b.Before/During & After School Tutorials c.Professional Learning Communities 2.ESE students in all areas/proficient or learning gains <ol style="list-style-type: none"> a.Double Down b.Before/During & After School Tutorials c.Think of one more for this group 3.Algebra/Geometry proficiency <ol style="list-style-type: none"> a.Before/During & After School Tutorials b.Professional Learning Communities 5. Graduation Rate <ol style="list-style-type: none"> a.Graduation Task Force Meetings (Faculty & Staff) b. Graduation Task Force Meetings (Parent & Students) <p>Double Down: The Double Down strategy was selected to ensue that ample support and intensity of instruction is apart of the reteaching process. These identified students need a tailored focused support system and Double Down allows for that to happen.</p>
Rationale for Evidence-based Strategy	<p>Tutorials: Tutorials in the past have proven to be beneficial to our students. Our tutorials are structured around skills and reasoning.Students are provided tier instruction at their instructional levels base upon the skill of weakness and the process of thinking and reasoning. The tutorials allow us additional time with students in very small settings.</p> <p>Professional Learning Communities:Professional Learning Communities or PLC's have allowed our teachers to focus their instruction and planning with a deeper understanding of</p>

the standards, student weaknesses and monitoring for improvement.

Graduation Task Force Meetings: Graduation Task Force or the GTFM's allows the leadership team along with other school stakeholders to monitor each students' pathway to graduation. The stakeholders and the leaderships team discuss each student progress and options for graduation.

Action Step	
Description	<p>Double Down:</p> <ol style="list-style-type: none"> 1. Identify students needing support. Create teacher schedules. 2. Content area teachers push-in to support during a differentiated small group instruction 3. Monitoring is done via mini-assessments, data analysis, lesson plan review and instructional walks (Dunbar, Miller, Charles, Hammond) <p>Tutorials:</p> <ol style="list-style-type: none"> 1 Pre-selected students are identified for support. 2. Specific skills are targeted and addressed using appropriate strategies. 3. Monitoring is done via mini-assessments, data analysis, lesson plan review and instructional walks (Dunbar, Miller, Charles, Hammond) <p>Professional Learning Communities:</p> <ol style="list-style-type: none"> 1. Work with Teachers to focus their instruction and planning with a deeper understanding of the standards 2. Identify Student weaknesses and monitoring for improvement in small groups 3. Monitoring is done via administrator participation, PLC minutes, PLC fidelity walks and lesson plan review (Dunbar, Miller, Charles, Hammond) <p>Graduation Task Force Meetings:</p> <ol style="list-style-type: none"> 1. Meet every two weeks to discuss students progress and collect the data 2. Identify specific areas of support for each student and cluster them by need(Reading, Math, EOC, Community Service, etc.) 3. Monitoring is done via administrator participation, graduation data review and monitoring of assessments (Dunbar, Dr. Lockhart, Guidance Counselors and Graduation Coaches)
	<p>Person Responsible Anthony Lockhart (anthony.lockhart@palmbeachschools.org)</p>

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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.

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.

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our school highlights multicultural diversity within the curriculum, the arts and Academies. 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:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

BBCHS integrates Single School Culture by utilizing PBSS and student agendas to help our students be successful and communicating these expectations to parents via student protocols, and monitoring SwPBS through data from AVID classes binders, data chats with students and school-wide tracking tool for graduation. We also use our Hero systems to interact daily with students on positive behavior expectations.

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 Schoolwide Improvement Plan 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.

Parent educational meetings and workshops will be conducted to ensue that parents are receiving pertinent information. Some SAC meetings will be held at the SIM Community Center to assist the school with becoming one with the community.

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.

AVID SWPBSS

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

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.

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.

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.

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.

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

SWD will be closely monitored and supplied with explicit instructional support.

Teachers caseloads have decrease allowing for them to spend additional time inside individual classrooms.

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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure effective and relevant instruction for all students to succeed in all content areas in alignment with LTO #3 High School Graduation Rate and LTO #4 Post Graduate Success				\$5,580.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	2361 - Boynton Beach Community High	School Improvement Funds	1497.0	\$5,580.00
			<i>Notes: This monies will be utilized for the materials and resources needed to execute the various tutorial programs at BBCHS.</i>			
Total:						\$5,580.00