Boca Ciega High School

2020-21 Schoolwide Improvement Plan

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Boca Ciega High School

924 58TH ST S, Gulfport, FL 33707

http://www.bocaciega.org/

Demographics

Principal: Jennifer Gil

Start Date for this Principal: 7/6/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (51%) 2016-17: C (48%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Pinellas 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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924 58TH ST S, Gulfport, FL 33707

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission is to Open Doors to Success for Our Students!

Provide the school's vision statement.

The Vision of Boca Ciega High School is 100% Student Success.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Vigue, Michael	Principal	Principal
Lane, Edward	Assistant Principal	Assistant Principal within our Traditional Program.
Craun, Derrik	Assistant Principal	Assistant Principal within our Traditional Program
Fabrizio, Deborah	Assistant Principal	Assistant Pincipal within our Medical Program
Van Dora, Kathy	Assistant Principal	Assistant Principal within our Fundamental Program.

Demographic Information

Principal start date
Monday 7/6/2020, Jennifer Gil

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
12

Total number of teacher positions allocated to the school
90

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
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Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	444	446	375	409	1674
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	56	94	80	100	330
One or more suspensions	0	0	0	0	0	0	0	0	0	44	21	7	19	91
Course failure in ELA	0	0	0	0	0	0	0	0	0	27	50	58	0	135
Course failure in Math	0	0	0	0	0	0	0	0	0	52	37	53	1	143
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	127	112	80	88	407
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	103	142	126	76	447

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	47	84	92	67	290

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	0	1	0	6	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	4	8	3	21

Date this data was collected or last updated

Monday 7/6/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	401	432	398	330	1561
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	111	107	146	184	548
One or more suspensions	0	0	0	0	0	0	0	0	0	35	28	14	12	89
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	107	82	110	2	301
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	215	219	187	133	754

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	153	140	143	140	576

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	17	7	3	17	44
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	401	432	398	330	1561
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	111	107	146	184	548
One or more suspensions	0	0	0	0	0	0	0	0	0	35	28	14	12	89
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	107	82	110	2	301
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	215	219	187	133	754

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	153	140	143	140	576

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	17	7	3	17	44
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	42%	56%	56%	39%	49%	53%
ELA Learning Gains	46%	51%	51%	42%	48%	49%
ELA Lowest 25th Percentile	44%	43%	42%	38%	41%	41%
Math Achievement	32%	45%	51%	33%	46%	49%
Math Learning Gains	38%	44%	48%	39%	44%	44%
Math Lowest 25th Percentile	41%	41%	45%	39%	38%	39%
Science Achievement	52%	64%	68%	59%	63%	65%
Social Studies Achievement	66%	71%	73%	56%	67%	70%

Indicator	Grade Level (prior year reported)				Total
	9	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey spans the top of the table.

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
09	2019	41%	54%	-13%	55%	-14%
	2018	47%	53%	-6%	53%	-6%
Same Grade Comparison		-6%				
Cohort Comparison						
10	2019	44%	53%	-9%	53%	-9%
	2018	42%	54%	-12%	53%	-11%
Same Grade Comparison		2%				
Cohort Comparison		-3%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019	52%	62%	-10%	67%	-15%
2018	57%	63%	-6%	65%	-8%
Compare		-5%			

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	67%	70%	-3%	70%	-3%
2018	69%	70%	-1%	68%	1%
Compare		-2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	55%	-22%	61%	-28%
2018	30%	57%	-27%	62%	-32%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	34%	56%	-22%	57%	-23%
2018	39%	56%	-17%	56%	-17%
Compare		-5%			

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	11	29	22	15	28	32	34	33		76	17
ELL	43	48		29	41		82	42			
ASN	80	56		65	69		100			100	85
BLK	29	44	43	23	34	40	36	50		90	48
HSP	51	48	41	33	41	54	74	74		93	69
MUL	56	38		50	58		75	87		100	69
WHT	50	49	46	40	37	38	67	84		92	62
FRL	31	43	43	27	36	41	43	59		90	36
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	14	36	26	19	44	50	15	56		89	21
ELL	36	36		33	50					50	
ASN	71	70		75	61		82	95		91	95
BLK	28	42	35	21	35	32	41	56		89	39
HSP	62	59	55	43	41		70	61		91	63
MUL	53	48		50	57		86	64		88	60
WHT	62	53	38	52	48	27	71	83		95	60
FRL	36	44	36	31	39	32	49	60		88	37

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	33	41	15	33	21	21	39		63	12
ELL	27	59		31	33		50				
ASN	57	52		40	37			54		100	70
BLK	27	36	29	22	34	39	41	45		90	34
HSP	50	53	61	47	54	63	76	61		100	78
MUL	35	53		26	32	25	50	76		100	67
WHT	53	47	51	47	43	37	76	67		89	52
FRL	33	40	31	28	38	42	52	43		90	41

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	33
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

18-19 FSA ELA grade 9 (41%) and grade 10 (44%), combined proficiency at 42% was down from 45% in the 17-18 school year. Attendance, particularly in grade 9, was a contributing factor. Additionally, our 18-19 FSA Algebra EOC proficiency is at 33% and our Geometry EOC proficiency is at 34%. When compared to 17-18, the algebra EOC is up from 30% in 17-18 and our Geometry EOC was down from 40% in 17-18. Attendance, particularly in
grade 9, was a contributing factor.

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

Our Geometry EOC proficiency for 18-19 is 32% which is down from 40% in 17-18. Attendance and open access to geometry courses are contributing factors (i.e. instead of requiring students to earn prerequisite passing scores in algebra IA/IB to enroll in geometry as their next math class, we create open access to these geometry courses,
even for students who earned grades of D and F in algebra IA/IB).

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 NGSSS EOC state proficiency average is 67%, while the BCHS rate was 52% in 18-19. A removal of academic entrance requirements into our CWMP application program was a contributing factor (since incoming 9th grade CWMP students are required to take Biology). At BCHS on 18-19 approximately 90% of incoming 9th graders enrolled in biology vs. enrolling in an Earth space science course.

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

Our 18-19 FSA Algebra I EOC proficiency rate rose from 30% in 17-18 to 33%. Common planning, led by a mathematics department head/instructional staff developer was a new action step. Additionally, we increased our push-in support for algebra students by dedicating one math teacher to this push-in support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Course failures in mathematics and/or English.

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

1. Increase in daily attendance
2. Reduction of core course failures
3. In classroom support for level 1 and 2 students
4. Increase in classroom support for ESE students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	1. Our current level of performance is 42%, as evidenced in 2018-2019 proficiency on the FSA ELA assessment. 2. We expect our performance level to be 52% by the end of the 2020-2021 school year. 3. The problem/gap is occurring because of the high percentage of students who are scoring below the proficiency level on the FSA ELA when entering high school.
Measurable Outcome:	The percentage of grade 9 and grade 10 students scoring as proficient will increase from 42% in 18-19 to 52% in 20-21 school year as measured by the FSA ELA assessment.
Person responsible for monitoring outcome:	Derrik Craun (craund@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff practice to utilize questions to help students elaborate on content. Increase fidelity and routine use of all phases of Focused Note-taking process in all ELA classrooms.
Rationale for Evidence-based Strategy:	These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA ELA results, cycle data, and input from our literacy department.

Action Steps to Implement

1. Add 12th grade student classroom teaching assistants to all English 1 and 2 classes.
2. Enhance grade level specific research projects in English I-IV courses.
3. Increase fidelity and routine use of all phases of the Focused Note-taking process in all English and reading classes..
4. Conduct site based PD embedded into common planning and PLCs to ensure lesson plans are standards-based and utilize district resources and materials. English 1 and English 2 teachers and Assistant Principal of Curriculum will participate in Core Connections training to identify, discuss and monitor student deficits in the writing process. ELA teachers will be provided Building Assessments in Performance Matters PD to ensure efficient collection of meaningful data is used to address student needs and increase their proficiency through reteaching opportunities and differentiated independent practice.
5. Embed Reading Plus intervention strategies into English 1 and reading classes, taught by the same teacher whenever possible.
6. Use Method Test Prep for 11th and 12th grade reading classes.
7. Use standards tracking and goal setting sheets with students in all reading classes to monitor student progress on standards and provide additional instruction, remediation, and practice as needed.
8. Use formative cycle assessment data to adjust instruction.
9. ELA teachers will routinely utilize Performance Matters to collect data, inform and differentiate instruction, facilitate student self-tracking, and craft individual student goals. APC will monitor and provide feedback.
10. Use SATpractice.org 45 minutes bi-weekly for English 1-2 and 60-90 minutes bi-weekly for English 3-4.
Use vocabulary.com supplemental resource routinely to support anchor texts in English and Reading classes. ELA teachers will utilized quarterly SAT mini practices and present week long Q3 module for students to receive individualized feedback. APC will monitor implementation and provide teacher

feedback.

11. Implement HD Word as a reading intervention for targeted 9th grade students who have phonemic awareness and decoding skills gaps

12. Reading teachers will attend professional development, specifically including quarterly binders, Nearpod, Reading Plus, and Method Test Prep. Teachers will apply learning from these sessions and utilize exemplar lessons and assessments with students.

Person Responsible   Derrik Craun (craund@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	1. Our current level of performance is 32%, as evidenced in 2018-2019 proficiency in algebra 1 and geometry FSA EOCs. 2. We expect our performance level to be 42% by the end of the 2020-2021 school year. 3. The problem/gap is occurring because of the high percentage of students who are scoring below the math proficiency level when entering these courses.
Measurable Outcome:	The percent of all students achieving FSA algebra 1 and geometry EOC proficiency will increase from 32% to 42%, as measured by FSA algebra 1 and geometry EOCs.
Person responsible for monitoring outcome:	Edward Lane (lanee@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff ability to engage students in complex tasks. Increase teacher capacity in the use of flexible instructional strategies that help students represent what they know, what they have learned, and how they engage in their learning.
Rationale for Evidence-based Strategy:	These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA EOC results, cycle data, and input from our mathematics department.

Action Steps to Implement

1. Provide common planning periods for Algebra 1A, Algebra 1H and geometry teachers for the purpose of developing common lesson plans and assessments which are aligned to the district pacing guides and provide rigorous standards-based instruction.
2. Algebra and Geometry teachers will utilize district provided supplemental materials and resources such as SAT practice guides to develop problems and formative assessment skills practice and remediation.
3. Add 12th grade student classroom teaching assistants to algebra and geometry classes.
4. Increase fidelity and routine use of all phases of the Focused Note-taking process in all math classes.
5. Algebra and Geometry teachers will be provided pre-existing resources and structures for implementing and sustaining an incentivized Math challenge to enhance the opportunity for student growth and proficiency. Students will receive reward and recognition for using online platforms (Mathia and Khan Academy) that assist in practicing math skills.
6. Teachers will utilize Performance Matters and other platforms to support assessment and growth.
7. Teachers will conduct data chats in PLC's, classrooms, and teacher-student conferences to determine what interventions, strategies, and supports are necessary to address student needs and increase their proficiency through reteaching opportunities and differentiated independent practice.

Person Responsible	Edward Lane (lanee@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	1. Our current level of performance is 52%, as evidenced in 2018-2019 proficiency in the NGSSS biology EOC. 2. We expect our performance level to be 62% by end of the 2020-2021 school year. 3. The problem/gap is occurring because a large percentage of students begin the biology course behind grade level in reading comprehension. 4. If the rigor of instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 10% and NGSSS biology proficiency level would increase from 52% to 62%.
Measurable Outcome:	The percent of all students achieving proficiency on the NGSSS biology assessment will increase from 52% to 62%, as measured by the NGSSS biology EOC by the end of the 2020-2021 school year.
Person responsible for monitoring outcome:	Deborah Fabrizio (fabriziod@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our NGSSS results, cycle data, and input from our biology department.

Action Steps to Implement

1. Provide common planning periods for biology teachers for the purpose of developing common lesson plans and assessments which are aligned to the rigor of the standard. In addition, teachers will conduct student data chats and tailor independent practice for students based on results.
2. Utilize cycle assessment data to determine re-teaching opportunities.
3. Add 12th grade student classroom teaching assistants to biology classes.
4. Use of biology stations model to assist with small grouping and during core instruction.
5. Increase fidelity and routine use of all phases of the Focused Note-Taking process in all science classes.
6. School and district led PLCs throughout the year to demonstrate the uses of Performance Matters, types of assessments, ways to create personalized common assessments, understanding the data, using results, and other features of Performance Matters.
7. Employ resources (curriculum guides, pacing guides, year at a glance) to guide/redirect teacher pacing in PLCs and in teacher conferences.

Person Responsible	Deborah Fabrizio (fabriziod@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	1. Our current level of performance is 66%, as evidenced in the 2018-2019 NGSSS US History EOC. 2. We expect our performance level to be 71% by the end of the 2020-2021 school year. 3. The problem/gap is occurring because a large percentage of students begin the US history course behind grade level in reading comprehension. 4. If the rigor of instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 5% and NGSSS US history proficiency level would increase from 66% to 71%.
Measurable Outcome:	The percent of all students achieving proficiency will increase from 66% to 71%, as measured by the NGSSS US history EOC by the end of the 2020-2021 school year.
Person responsible for monitoring outcome:	Kathy Van Dora (vandorak@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy:	These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our NGSSS results, cycle data, and input from our US History department.

Action Steps to Implement

1. Provide common planning periods for US History teachers for the purpose of developing common lesson plans and assessments which are aligned to the rigor of the standard. In addition, teachers will conduct student data chats and tailor independent practice for students based on results.
2. Utilize cycle assessment data to determine re-teaching opportunities
3. Increase fidelity and routine use of all phases of the Focused Note-taking process in all social studies classes.
4. Bi-monthly US History teacher PLCs to review common assessment data and develop instructional adjustments as a result of the data.
5. School and district led PLC during preschool to train US History teachers on Performance Matters best practices for formative assessments and question banks.
6. Use Nearpod for classroom formative assessments to assist with determining differentiation and instructional planning needs.

Person Responsible	Kathy Van Dora (vandorak@pcsb.org)

#5. Other specifically relating to College and Career Readiness

Area of Focus Description and Rationale:	1. Our current level of performance is 61%, as evidenced in College and Career Acceleration Performance data from 2018-2019. 2. We expect our performance level to be 75% by the end of the 2020-2021 school year. 3. The problem/gap is occurring because a lack of students completing industry certifications or AP/DE qualifying scores. 4. If increased access and support for students in AP, DE, and industry certification courses would occur, the percentage would be increased 75% by the end of the 2020-2021 school year.
Measurable Outcome:	The percent of 12th grade students graduating with a college or career readiness measure will increase from 61% to 75%, as measured by the Florida Department of Education by the end of the 2020-2021 school year.
Person responsible for monitoring outcome:	Michael Vigue (viguem@pcsb.org)
Evidence-based Strategy:	Enhance access to opportunities for students to engage in acceleration coursework. Intensify staff capacity to support students in successfully completing advanced/ acceleration coursework in AP and Dual Enrollment. Strengthen teacher implementation of rigorous instructional practices. Expand the resources in our College and Career Center.
Rationale for Evidence-based Strategy:	These strategies are needed to assist students by ensuring they have access (and are successful) in pathways that lead to college and career readiness. The criteria used to make this determination is our college and career readiness results from 18-19.

Action Steps to Implement

1. Increase enrollment in rigorous courses, AVID, and industry certification earning courses through student awareness, advisement, preparation, and support for these courses.
2. Meeting with upperclassmen (grades 11 and 12) to ensure each student is accessing the appropriate amount of rigorous coursework and/or industry certification opportunities.
3. Utilize the College and Career Center as an additional resource for students and families.
4. Use Naviance as a system for advising students in career pathways; including lessons embedded in English classes and fall/spring semester counselor seminars.

Person Responsible	Michael Vigue (viguem@pcsb.org)

#6. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	1. Our current level of performance is 95%, as evidenced in 2018-2019 FLDOE graduation rate. 2. We expect our performance level to be 96% by the end of the 2020-2021 school year. 3. The problem/gap is occurring because some of our students have literacy and mathematics skill deficits, which discourages these students from attaining on-time graduation completion. 4. If better student engagement would occur, the problem would be reduced by 1%.
Measurable Outcome:	The percent of 12th grade students meeting on-time graduation requirements will increase from 95% to 96%, as measured by the FLDOE graduation rate.
Person responsible for monitoring outcome:	Michael Vigue (viguem@pcsb.org)
Evidence-based Strategy:	Intensify graduation committee focus on data to plan interventions and supports for individual students. Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate. Strengthen staff ability to engage students for on-track promotion throughout high school. Ensure reading remediation support and credit recovery are embedded into the school day for students as needed.
Rationale for Evidence-based Strategy:	These strategies are needed to assist students by ensuring they complete all graduation requirements for on-time graduation. The criteria used to make this determination is our graduation rate from 18-19.

Action Steps to Implement

1. Provide additional support for students with graduation requirements.
2. Ensure all students know need remediation are provided with additional opportunities during the school day as well as after school.
3. Provide multiple graduation required assessment opportunities during the summer and school year.

Person Responsible	Michael Vigue (viguem@pcsb.org)

#7. Other specifically relating to Bridging the Gap Plan	
Area of Focus Description and Rationale:	1. Our current level of performance is 29%, as evidenced by the 2018-2019 FSA ELA proficiency of black students. 2. We expect our performance level to be 39% by the end of the 2020-2021 school year. 3. The problem/gap is occurring because of the high percentage of black students who are scoring below the proficiency level on the FSA ELA when entering high school. 4. If increased support through AVID, rigorous instruction, and culturally relevant instruction would occur, the problem/GAP would be reduced by 4%.
Measurable Outcome:	The percentage of grade 9 and grade 10 black students scoring as proficient will increase from 29% in 18-19 to 39% in 20-21 school year as measured by the FSA ELA assessment.
Person responsible for monitoring outcome:	Derrik Craun (craund@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff practice to utilize questions to help students elaborate on content. Implementation of personalized monitoring plans for black students who have not yet demonstrated proficiency on the FSA ELA assessment (or ACT/SAT concordance for 11th/12th graders). Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).
Rationale for Evidence-based Strategy:	These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA ELA results, cycle data, SAT/ACT results, and input from our literacy department.

Action Steps to Implement

1. Increase fidelity and routine use of all phases of the Focused Note-taking process in all classes in order to help identify gaps in background knowledge to ensure all students can connect new content to prior understanding.
2. Continue staff professional development and use of culturally relevant teaching and equitable/ restorative grading considerations.
3. Continue to implement Personalized Monitoring Plans for academically at-risk African American students.
4. Provide professional development book study on Cultural Relevant Teaching and the Brain for all instructional staff and continue with book study groups for White Fragility.

Person Responsible	Derrik Craun (craund@pcsb.org)

#8. Other specifically relating to School Climate / Conditions for Learning	
Area of Focus Description and Rationale:	Students transitioning from middle school to high school at times have deficits which make it a challenge for them to engage in their learning. A proactive, equitable process to address the potential of this issue will increase the opportunity for these students to experience overall academic success.
Measurable Outcome:	The pecentage of all students who earn an OSS will decrease from 5.4% in 2019-2020 to less than 5.0% in 2020-2021, as measured by FOCUS.
Person responsible for monitoring outcome:	Edward Lane (lanee@pcsb.org)
Evidence-based Strategy:	Build the capacity of staff to use culturally relevant, restorative practices to establish and sustain positive relationships with students.
Rationale for Evidence-based Strategy:	These strategies are needed to assist students by ensuring a decrease in OSS as a result of disciplinary referrals. The criteria used to make this determination is our OSS rate from 19-20.

Action Steps to Implement

1. MTSS team will provide ongoing, onsite professional development (preschool and professional development days) to establish and sustain culturally-relevant AVID strategies which create and sustain a comfortable culture of learning and success for all students.
2. Continue to use restorative practices routinely in lieu of a exclusionary consequence as a result of a disciplinary referral.
3. Provide PCS equity and excellence professional development throughout the school year.
4. All staff monitoring student behavior in common areas will engage with students to provide feedback, both positive and corrective, and will refer to signage reflecting the BCHS PIRATE Common Expectations that are posted in common areas when doing so.
5. Implementation of Personalized Monitoring Plans for at-risk scholars participating which keeps them connected to their learning, makes them feel confident, and makes them feel capable.

Person Responsible	Edward Lane (lanee@pcsb.org)

#9. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	1. Our 19-20 semester one core academic final grades of D and F were 554 for all students. 2. Our 19-20 semester one core academic final grades of D and F were 294 for black students.
Measurable Outcome:	The number of semester one core academic final grades of D and F will reduce by 10% by the end of the first semester of 20-21 for all students and for black students.
Person responsible for monitoring outcome:	Michael Vigue (viguem@pcsb.org)
Evidence-based Strategy:	Strengthen the ability of all staff to establish and maintain positive relationships with all students. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures. Strengthen the implementation of research-based practices that communicate high expectations for each student.
Rationale for Evidence-based Strategy:	These strategies are needed to assist teachers and students to reduce the volume of core academic final grades of D and F. The criteria used to make this determination is our first semester core academic grades for 19-20.

Action Steps to Implement

1. Implement best instructional practices and digital resources used in lesson planing and design.
2. Utilize rigorous instructional tasks aligned to course standards, pacing guides, and learning scale.
3. Use equitable and restorative grading practices routinely.
4. Use whole staff and small group "20 and Out" professional development sessions to strengthen the use of equitable strategies.
5. Provide ongoing (preschool and monthly) professional development for instructional staff aligned to the BCHS Instructional Initiative (framework).

Person Responsible	Michael Vigue (viguem@pcsb.org)

#10. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	1. In the 2019-2020 school year, 19.7% of our students missed more than 10% of the school year. We expect this percentage to drop to less than 15% by the end of the 2020-2021 school year. 2. The problem/gap in attendance is occurring because students who are at-risk for attendance may not be fully engaged in school. 3. If better instructional engagement would occur, the problem would be reduced by 10%. 4. We will analyze and review our data for effective implementation of our strategies weekly through our MTSS team.
Measurable Outcome:	The percent of all students missing more than 10% of school will decrease from 19.7% to at less than 15%, as measured by FOCUS and attendance dashboard data.
Person responsible for monitoring outcome:	Michael Vigue (viguem@pcsb.org)
Evidence-based Strategy:	Strengthen the implementation of Tier I interventions to address and support the needs of students. Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
Rationale for Evidence-based Strategy:	These strategies are needed to assist students by ensuring a decrease in the percentage of students who miss more than 10% of the school year. The criteria used to make this determination is our attendance rate from 19-20.

Action Steps to Implement

1. Review attendance taking process and school-wide strategies for positive attendance with all staff.
2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.
3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
4. Develop and implement attendance incentive programs and competitions.
5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a reoccurring basis.

Person Responsible   [no one identified]

#11. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	1. Our school provides five different monthly parent/family engagement opportunities; however, we would like to continue to increase the volume of participating families.
Measurable Outcome:	The percent of all families attending at least one monthly parent/family engagement opportunity will increase from approximately 35% to over 40% as measured by attendance sign in sheets.
Person responsible for monitoring outcome:	Kathy Van Dora (vandorak@pcsb.org)
Evidence-based Strategy:	1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy:	These strategies are needed to increase the volume of parents/families who voluntarily participate in our monthly opportunities. The criteria used to make this determination is our parent/family engagement attendance during monthly opportunities in 19-20.

Action Steps to Implement

1. Utilize automated phone calls, update our website, and weekly email updates.
2. Maintain five monthly parent/family engagement opportunities.
3. Student, parent, staff advisement meetings.
4. Post high school partnerships with higher education, internships, and COQEBS involvement/ membership.
5. Offer opportunities for families to engage in monthly meetings virtually that are facilitated and recorded by administrators and counselors on general school updates and how best to support our students in digital educational platforms.

Person Responsible	Kathy Van Dora (vandorak@pcsb.org)

#12. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	1. Our current level of performance is eligibility for national recognition for one module, as evidenced in the Alliance for a Healthier Generation School Program Assessment. 2. We expect our performance level to be two modules for national recognition by the end of the 2020-2021 school year. 3. The problem/gap is occurring because we have been unable to attain this added recognition in previous years. 4. If attainment of the second module would occur, the gap would be eliminated.
Measurable Outcome:	The number of Healthier Generation Assessment modules completed for national recognition will increase from 1 to 2 by the end of the 2020-2021 school year.
Person responsible for monitoring outcome:	Michael Vigue (viguem@pcsb.org)
Evidence-based Strategy:	Wellness team to implement healthy school activities/initiatives.
Rationale for Evidence-based Strategy:	Implementing healthy schools initiatives will lead to a quality of life increase/betterment of of stakeholders within our school.

Action Steps to Implement

1. Work with site based staff to identify activities to enhance our eligibility.
2. Maintain weekly wellness staff updates/activities.

Person Responsible   [no one identified]

#13. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	1. Our current level of performance is 30%, as evidenced in 2018-2019 ESSA Federal Index. 2. We expect our performance level to at least 45% by the end of the 2020-2021 school year. 3. The problem/gap is occurring because students may struggle with instructional standards in core classes. 4. If additional individualized support would occur, the problem would be reduced by 15%.
Measurable Outcome:	Our ESSA Federal Index for students with disabilities will increase from 30% to over 45% during the 2020-2021 school year, as measured by the ESSA Federal Index.
Person responsible for monitoring outcome:	Edward Lane (lanee@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to support students through purposeful activation and transfer strategies. Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	These strategies are needed to assist teachers by helping them maximize their instructional impact on ESE students. The criteria used to make this determination is our ESSA Federal Index and input from our ESE department.

Action Steps to Implement

1. Case managers and counselors work together to assist students with graduation requirement checks and supports.
2. ESE teachers will assist students with literacy skills, math skills, organizational skills, and note taking strategies during learning strategies courses.
3. Collaboration embedded into core subject areas to support ESE students.
4. Ensure common planning for specially designed and standards based instruction in core content areas.
5. Ensure all collaborative teacher teams attend professional development.
6. Use support facilitation/collaborative model for the full class period.
7. Embed reading skills support into ninth grade learning strategies classes.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

See attached PFEP.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
5	III.A.	Areas of Focus: Other: College and Career Readiness	$0.00
6	III.A.	Areas of Focus: Instructional Practice: Graduation	$0.00
7	III.A.	Areas of Focus: Other: Bridging the Gap Plan	$0.00
8	III.A.	Areas of Focus: Other: School Climate / Conditions for Learning	$0.00
9	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
10	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
11	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
12	III.A.	Areas of Focus: Other: Healthy Schools	$0.00
13	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00