Boynton Beach Community High

2020-21 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: 8/1/2018

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
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* 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%)
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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK, 6-12	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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 monitoring the SIP through out the school year. The Team also monitors teacher effectiveness, student progress and fidelity of ELA and ESE students. I also monitor 9th Grade and ESE students pathway to graduation.
Combs, Fredrina	Assistant Principal	Monitor teacher effectiveness, student progress and fidelity of U.S. History and Biology EOC's. Ms. Combs also monitors 11th grade students pathway to graduation.
Miller, LaTesha	Assistant Principal	Monitor teacher effectiveness, student progress and fidelity of Mathematics. Ms. Miller also to monitors 12th 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. Ms. Hammond monitors 10th grade students pathway to graduation.
Bostic, Tina	Teacher, K-12	Monitor ESE progress and their pathway to graduation.
Bell, Tamara	Instructional Coach	Mrs. Bell support and monitors the Reading Department. She also creates pathways to assist 11th and 12th Graders in passing the graduation reading requirement.
Haywood, Sonja	Instructional Coach	Mrs. Haywood support and monitors the Math Department. She also creates pathways to assist all graders levels in passing the graduation mathematics requirement.
Parise, Victoria	Other	Mrs. Parise supports and monitors the testing requirements for all areas. She is responsible for organizing and facilitating, administrating pathways to assist all students with completing the required test/assessments with fidelity.

Demographic Information

Principal start date

Wednesday 8/1/2018, Moody Fuller

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.*

1

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.*

15

Total number of teacher positions allocated to the school

125

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
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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.	

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	379	372	373	1558
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	13	11	9	50
One or more suspensions	0	0	0	0	0	0	0	0	0	84	78	68	48	278
Course failure in ELA	0	0	0	0	0	0	0	0	0	139	102	146	137	524
Course failure in Math	0	0	0	0	0	0	0	0	0	129	80	95	134	438
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	190	132	155	122	599
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	207	143	16	83	449
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	190	132	155	122	599

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	237	165	154	162	718

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	72	68	64	67	271
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	5	5	18	30

Date this data was collected or last updated

Wednesday 8/19/2020

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	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

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	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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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	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					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
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

ESSA Federal Index	
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
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%	0
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%	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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	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	60
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	48
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.

The data demonstrating the lowest component within
9th Grade Algebra in FY 19 and 20 achievement was 21% while in achievement was 26% a difference of 5%
10th EOC: Geometry in Fy 19 24% and in Winter Diagnostic: Fy 19 28% a difference of 4%
9th Grade ELA in Fy20 34 % 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 our. This is apparent with the ESSA identified SWD
subgroup who had a decline of 4 percentage points in learning gains. This maybe due to the teachers meeting with multiple students in different classes in one class period.We continue to manipulate our master-board to meet the needs of all of our students needs. In addition due to the school going into online instructions we worked really hard to monitor our students progress and took every opportunity to contact parents and teachers obtaining feedback on how we and better support them.

The following data reflects the our progress so far:

Winter Diagnostic: Fy 20 38.6%%
ELA
(9th, 10th)
FSA Achievement 9th 34% and 10th 37%
FSA Learning Gains (Goal 49%)
Math
FSA Learning Gains L25 (Goal 47%)
FSA Achievement (Goal 29%)
FSA Learning Gains (Goal 36%)
FSA Learning Gains L25 (Goal 47%)
Science (Biology)4.3% an increase of 12.4% in Biology
FSA Achievement % (Goal 65%)

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 with in 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. Another reason is that out of a school population of approximately
1566 students 275 are ESE and 689 are active ELL and 867 at exited ELL students.

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. We will also monitor our students weekly and conduct Data Chats after each FSA's and
USA's to determine or next steps.

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

Areas that demonstrating the most improvement are within science achievement and Graduation
Rate. The schools raw data indicated a graduation rate of at least 96%. This is an increase
appropriately of 10%. Our school scored in FY 19 60% and Fy18 we scored 51% a positive increase
of 9%, Within 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 subgroup gains of 13 points meaning in Fy 18
they achieved 20% and in Fy 19 they achievement 33%.
This is due to intensely focused instruction and hiring experienced teachers well versed in their
subject area and pedagogy.

BBCHS continues to develop a strong academically student centered PLC's which has helped us

move in a positive academic directions. Challenges continue to be developing teachers at a rate consistent with the students needs. BBCHS will meet each challenge with a targeted focus on teacher development, planning, reviewing student data to improvement instruction. The strategies below support this academic push.

Strategies: Planning for Improvement
1. ELA 9th and 10th Grade
a.Double Down
b.Before/During & After School Tutorials
c.Professional Learning Communities
2.ESE students in all areas/proficient or learning gains
a.Double Down
b.Before/During & After School Tutorials
3.Algebra/Geometry proficiency
a.Before/During & After School Tutorials
b.Professional Learning Communities
5. Graduation Rate
a.Graduation Task Force Meetings (Faculty & Staff) and b.(Parent & Students)

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

Course failure in ELA or Math
Level 1 on statewide assessments
These areas are important to BBCHS because everyone effort should be provided with every opprtunity to reach his/her potential. We must identity specific challenges and barriers which feed these areas and remove them.

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

BBCHS highest priority areas are identified as: ELA 9th and 10th Grade 11th Grade students passing the FSA, ESE students in all areas demonstrating proficiency or learning gains, Algebra and Geometry students demonstrating proficiency by the end of the tested year. BBCHS also has prioritized the importance of 12th grade student graduating onetime and post secondary educationally ready. This will increase our overall Graduation Rate.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	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 . 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%. 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%.
Measurable Outcome:	FSA EOC Mid Assessment: 4.3% an increase of 12.4% in Biology to achieve a score of 16.4 by the end of the year. 31% an increase of 13.4% in Algebra to achieve a score of 46% by the end of the year. ELA (9th, 10th, and ELL) FSA Achievement (Goal 29%) achieve a score of 39% by the end of the year. FSA Learning Gains (Goal 49%) achieve a score of 59% by the end of the year. FSA Learning Gains L25 (Goal 47%) achieve a score of 57% by the end of the year. Math FSA Achievement (Goal 29%) achieve a score of 34% by the end of the year. FSA Learning Gains (Goal 36%) achieve a score of 40% by the end of the year. FSA Learning Gains L25 (Goal 47%) achieve a score of 52% by the end of the year. Science (Biology) FSA Achievement % (Goal 65%)achieve a score of 75% by the end of the year.
Person responsible for monitoring outcome:	Anthony Lockhart (anthony.lockhart@palmbeachschools.org)
Evidence-based Strategy:	1. Double Down 2. Tutorials 3. Professional Learning Communities 4. Graduation Task Force
Rationale for Evidence-based Strategy:	1. Double Down: 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. 2. 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. 3. Professional Learning Communities: have allowed our teachers to focus their instruction and planning with a deeper understanding of the standards, student weaknesses, and monitoring for improvement. 4. Graduation Task Force Meetings: allows the leadership team along with other school stakeholders to monitor each students' pathway to graduation. The stakeholders and the leadership team discuss each student's progress and options for graduation.

Action Steps to Implement

Double Down:
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, McBride, Combs, Hammond)

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

Tutorials:
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)

Person Responsible LaTesha Miller (latesha.miller@palmbeachschools.org)

Professional Learning Communities:
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)

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

Graduation Task Force Meetings:
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)

Person Responsible Anthony Lockhart (anthony.lockhart@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

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

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.
The tiered support provided to teachers based on student data, the one-on-one data chats conducted monthly, and the specificity of the lesson planning has improved because of our support and guidance. The following data reflects growth. The evidence that support implementation of the strategies are: Lesson plans, Common Planning Meeting Minutes, Data Chats notes with teachers and Instructional Rounds.

Evidence supporting the belief that barriers have been reduced is: Families attending and providing feedback and Needs-assessment surveys illustrating parents increased knowledge. Decrease in discipline infractions and increased parental involvement.

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: 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.

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. This is dependent on the state transitioning into Phases Two of the Corina Pandemic CDC requirements are lifted.

The school completes a Parental Involvement Plan (PFEP), which is available at the school site. The school also provides consistent community with all state holder:Three different ways(call outs, on three different days.

Evidence supporting the belief that barriers have been reduced is: Families attending and providing feedback and Needs-assessment surveys illustrating parents increased knowledge. Decrease in discipline infractions and increased parental involvement.

The following data reflects an increase in parent participation base on the number of surveys returned. Approximately 500 surveys were distributed and the school received approximately 300 completed surveys. Parent surveys and needs assessment feedback tools serve as evidence of parents increased knowledge. There has been an increase in parent participation in school events supporting Barrier 3. For examples, Parent Monthly conferences attendance has increased.

October- 29 parents (Parent Conference)
November- 11 parents (Parent Conference)
December- 24 parents (Parent Conference and Report Card night)
January- 68 parents (Parent Conference, Graduation Status Parent Meeting)
February- 54 parents (Parent conferences and Financial Aid Night)

Parent sign- in sheet and notes have been maintained and used for parent interactions.

This year dates are as following:
Parent Conference dates: 10/29/2020, 1/28/2021, 4/13/2021 and 6/10/2021

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: Culture & Environment: Early Warning Systems				$1,551.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	2361 - Boynton Beach Community High	School Improvement Funds	1410.33	$1,551.00
			Notes: Money will be sued towards a program & process to support student achievement/ student progress.			
					Total:	$1,551.00