

Pinellas County Schools

Boca Ciega High School



2021-22 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: 7/1/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Boca Ciega High School

924 58TH ST S, Gulfport, FL 33707

<http://www.bocaciega.org/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">92%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">69%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Gil, Jennifer	Principal	
Craun, Derrik	Assistant Principal	
Van Dora, Kathy	Assistant Principal	
Fabrizio, Deborah	Assistant Principal	
Lane, Edward	Assistant Principal	

Demographic Information

Principal start date

Wednesday 7/1/2020, 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

87

Total number of students enrolled at the school

1,504

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	0	372	392	397	336	1497
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	72	126	133	135	466
One or more suspensions	0	0	0	0	0	0	0	0	0	0	30	9	14	2	55
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	89	72	52	19	232
Course failure in Math	0	0	0	0	0	0	0	0	0	0	107	103	78	18	306
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	127	112	80	88	407
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	103	142	126	76	447
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	8	0	0	0	8

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	0	9	7	7	0	23

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	3	0	0	3	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	6	7

Date this data was collected or last updated

Saturday 7/10/2021

2020-21 - 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	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

2020-21 - 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	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	89	72	52	19	232
Course failure in Math	0	0	0	0	0	0	0	0	0	107	103	78	18	306
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:

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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	56%	56%	45%	56%	56%
ELA Learning Gains				46%	51%	51%	48%	53%	53%
ELA Lowest 25th Percentile				44%	43%	42%	36%	44%	44%
Math Achievement				32%	45%	51%	36%	46%	51%
Math Learning Gains				38%	44%	48%	42%	48%	48%
Math Lowest 25th Percentile				41%	41%	45%	33%	42%	45%
Science Achievement				52%	64%	68%	58%	66%	67%
Social Studies Achievement				66%	71%	73%	68%	72%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	41%	54%	-13%	55%	-14%
Cohort Comparison						
10	2021					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison		-41%				

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
2021					
2019	52%	62%	-10%	67%	-15%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	70%	-3%	70%	-3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	55%	-22%	61%	-28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	34%	56%	-22%	57%	-23%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools used for grade 9 and 10 include:
 English 1 and 2 Performance Matters cycle assessments
 Algebra/Geometry Performance Matters cycle assessments
 Biology Performance Matters cycle assessments
 US History Performance Matters cycle assessments

Progress monitoring tools used for grade 11 and 12 include:
 Biology Performance Matters cycle assessments
 US History Performance Matters cycle assessments

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69	72	n/a
	Economically Disadvantaged	64	70	n/a
	Students With Disabilities	48	52	n/a
	English Language Learners	62	79	n/a
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	73	52	n/a
	Economically Disadvantaged	53	58	n/a
	Students With Disabilities	63	43	n/a
	English Language Learners	63	40	n/a
		Number/% Proficiency	Fall	Winter
Biology	All Students	64	66	72
	Economically Disadvantaged	55	56	66
	Students With Disabilities	29	32	29
	English Language Learners	56	44	86
		Number/% Proficiency	Fall	Winter
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	59	n/a
	Economically Disadvantaged	53	52	n/a
	Students With Disabilities	17	31	n/a
	English Language Learners	50	56	n/a
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	45	31	n/a
	Economically Disadvantaged	39	26	n/a
	Students With Disabilities	25	20	n/a
	English Language Learners	0	10	n/a
		Number/% Proficiency	Fall	Winter
Biology	All Students	33	33	25
	Economically Disadvantaged	25	21	17
	Students With Disabilities	14	23	13
	English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter
US History	All Students	50	75	67
	Economically Disadvantaged	50	75	67
	Students With Disabilities	0	33	0
	English Language Learners	n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	20
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	81	84	92
	Economically Disadvantaged	70	78	88
	Students With Disabilities	78	80	93
	English Language Learners	67	67	100

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	50	100	100
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	100	89	100
	Economically Disadvantaged	100	0	100
	Students With Disabilities	0	0	100
	English Language Learners	100	100	100

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	7	30	35	5	19	19	13	39		88	32
ELL	12	27		6	18		42			100	67
ASN	70	58		77	18		85	75			
BLK	23	34	33	15	17	21	30	48		97	50
HSP	37	33	33	33	33	42	58	74		100	67

2021 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 2019-20	C & C Accel 2019-20
MUL	41	35		25	18		42	75		100	86
WHT	43	46	47	29	27	32	52	71		98	70
FRL	24	34	34	18	17	22	33	50		97	56
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
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	41
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	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	53
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	52
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There was a positive student achievement trend for our Black student subgroup. The L25% of Black students have increased learning gains in ELA from 29% in 2017 to 35% in 2019. Additionally, students identified as multiracial had increased their ELA student proficient scores from 35% in 2017 to 56% in 2019. Multiracial and Hispanic students both increased their Social Studies achievement from 2017 to 2019; multiracial raised their scores 10 points and Hispanic students raised their scores 13 points. However, the recently released 2021 subgroup data showed a decline across most areas for all subgroups. Exceptions included a slight increase in achievement scores for Asian students in ELA gains and Math achievement, and for SWD in ELA gains and Social Studies achievement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The content area that stands as needing the most improvements is math, Algebra and Geometry scores lag behind district average by more than 20%. 2019 subgroup data identifies students with disabilities as the subgroup in need of the most improvement. For SWD the 2019 state assessment and 2020-21 progress monitoring data demonstrate a need for improvement across all core content areas. Unfortunately, this particular subgroup also did not meet ESSA guidelines.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The problem is occurring because students struggle with instructional standards in core classes. In order to address this need for improvement, administration needs to enhance staff capacity to support students through purposeful activation and transfer strategies, and 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.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Social Studies and ELA learning gains for the L25 percentile group showed the most improvements. Social Studies achievement improved 10% points from 56% in 2018 to 66% in 2019. Impacting this

success were the multiracial and Hispanic subgroups. The multiracial subgroup improved 23% points and the Hispanic subgroup improved 13% points. Additionally, the winter progress monitoring data from 2020-2021 indicate that students are set to continue to show a positive trend in Social Studies achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Strategies used in the 2018-2019 school year may have been factors contributing to this improvement. In 2018-2019 US History teachers received common planning to implement pacing guide, unpack standards, create common formative assessments, and to plan for re-teaching of skills as needed. The consistent use of student movement, collaboration, accountable talk, and Stanford History Education Group lessons (for appropriate courses) will be areas of focus. Title I funding was used to add supplemental instructional materials for social science teachers and students. Also in 2018-2019, ELA teachers incorporated specific strategies that may have contributed to the success of the L24 percentile. Those strategies included: implementing weekly common lessons aligned to FSA ELA categories of 1: Key Ideas and Details, 2: Craft and Structure, 3: Integration of Knowledge and Ideas, 4: Language and Editing, and 5: Text Based Writing, and formative checks on student progress and summative projects, and lastly the use of a common grading rubric for each grade level

What strategies will need to be implemented in order to accelerate learning?

Strategies needed to accelerate learning include utilizing data to assess where students are in their learning, on going site-based instructional practices PD that provides teachers with effective scaffolding and differentiated instruction strategies, checks for understanding and the use of formative assessments to determine what reteaching should occur if needed. Additionally, a continued emphasis will be placed on the BCHS Best Instructional Practices, restorative practices, PBIS, culturally relevant teaching and collaboration strategies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Boca Ciega High School has a comprehensive site-based professional development calendar that includes monthly subject area PLCs, AVID site team, AP teachers PLCs, and full staff professional developments.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services to ensure sustainability include common planning and lunch for like subjects and tested areas, the use of a uniform AVID strategies walk-through form as a way to provide teachers with timely feedback, daily monitoring of teachers who need the most support, 20 and Out mini PD sessions, the use of school-wide instructional strategies (focused note taking, Learning Goals & Scales) and individual teacher data chats.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>1. Our current level of performance is 33%, as evidenced in 2020-2021 proficiency on the FSA ELA assessment.</p> <p>2. We expect our performance level to be 45% by the end of the 2021-2022 school year.</p> <p>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.</p>
Measurable Outcome:	The percentage of grade 9 and grade 10 students scoring as proficient will increase from 33% in 20-21 to 45% in 21-22 school year as measured by the FSA ELA assessment.
Monitoring:	We will utilize Write Score, APM, and Pre-AP English Learning Checkpoint data. Students receiving intensive reading support will also be monitored through Insight assessment data.
Person responsible for monitoring outcome:	Derrick Craun (craund@pcsb.org)
Evidence-based Strategy:	<p>Enhance staff capacity to identify critical content from the standards in alignment with district resources.</p> <p>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.</p> <p>Strengthen staff practice to utilize questions to help students elaborate on content.</p> <p>Increase fidelity and routine use of all phases of Focused Note-taking process in all ELA classrooms.</p>
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. Continue utilizing 12th grade student classroom teaching assistants for all English 1 and 2 classes in order to serve as a mentor and as a scaffold to engage all students in rigorous tasks.
 2. Use grade level specific research projects in English I-IV courses to develop students research and writing skills.
 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 on cognitive complex tasks and the focused note-taking process embedded into common planning and PLCs to ensure student tasks are aligned to the rigor of the standards.
 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. 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.
 8. Implement HD Word as a reading intervention for targeted 9th grade students who have phonemic awareness and decoding skills gaps
 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 utilize 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. Revisit student collaboration best practices to ensure students are routinely engaged in academic conversations.

12. All ELA teachers will utilize the Canvas platform to help all students access curriculum and resources, teacher feedback, and to collaborate with peers.

13. English 1 and 2 teachers will routinely utilize Pre-AP resources to provide students with high order questioning and monitor progress and adjust instruction (Learning Checkpoints).

Person Responsible Derrick Craun (craund@pcsb.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

1. Last measured level of performance was for the 2020 – 2021 school year, where our students were found to be at 22% proficiency for the Algebra 1 EOC and 25% for the Geometry EOC (24% combined).
2. Current level of proficiency may show evidence of learning loss due to changes in the instructional/learning environment as determined by Covid-19 processes and protocols.
3. District Algebra and Geometry data show evidence of a high percentage of students struggling to meet proficiency in their respective Math courses.
4. We will provide onsite and off-site resources and supports which provides students with ongoing remediation opportunities and practice with Algebra and Geometry mathematic skills.

Measurable Outcome:

The percentage of students meeting proficiency will increase from 24% to 40%, as measured by the FSA Algebra 1 and Geometry EOCs.

Monitoring:

Cycle Assessments and Pre-AP Algebra/Geometry Learning Checkpoint data.

Person responsible for monitoring outcome:

Edward Lane (lanee@pcsb.org)

Ongoing content area PLC's focused on the intentional implementation and alignment of Pre-AP and district resources which are effective in pushing students to become proficient in grade-level Math standards.

Evidence-based Strategy:

Enhance Math teachers' capacity to monitor and utilize student data to determine equitable instructional strategies which impacts the learning needs of all students.

Provide ongoing professional development in Math PLC's on instructional strategies which have an impact on students engaging in complex tasks and using critical thinking.

Use collaboration to increase opportunities for teacher collaboration and support

Rationale for Evidence-based Strategy:

The intent of the provided strategies is to assist teachers in maximizing their pedagogy so that it is impactful on student learning, thereby providing evidence that can be seen in FSA EOC, Cycle Assessment, and BCHS Math department assessment results.

Action Steps to Implement

1. Administration led Algebra and Geometry PLC's which focuses on instructional practices, state assessments, and core standards. PLC will also engage in a book study (building thinking classrooms in mathematics grades k-12: how you implement instructional strategies) to explore implementation of best practices.
2. Ongoing site-based, district, and college board provided professional development and support on the implementation of Pre-AP Algebra and Geometry practices and strategies.
3. District and school provided professional development on the implementation of AVID CRT strategies which support scaffolding and differentiation.
4. Ongoing data driven dialogue between content area teachers and administrators about district and formative assessment data, and how to use it to support the needs of learners.
5. Frequent teacher/student data chats to support student achievement mindsets and goal setting.
6. Monitoring of district scope, sequence, and curricular materials by assigned Math administrator.
7. Ongoing informal walkthroughs by assigned Math administrator to provide feedback and participate in teacher reflection to increase effective teaching practices.
8. Quarterly Peer, Peek, and Praise strategy walks by teachers to capture specific instructional practices seen in colleagues' classrooms, thereby providing opportunity for collaborative discussions and feedback

about what was seen.

9. Math teachers will utilize the Canvas platform to help all students access curriculum and resources, teacher feedback, and to collaborate with peers.

10. The incorporation of incentives for IXL Algebra 1 assessments, teacher

Person Responsible Edward Lane (lanee@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	<ol style="list-style-type: none"> 1. Our current level of performance is 42%, as evidenced in 2020-2021 proficiency in the NGSSS biology EOC. 2. We expect our performance level to be 55% by end of the 2021-2022 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 42% to 50%.
Measurable Outcome:	The percent of all students achieving proficiency on the NGSSS biology assessment will increase from 42% to 55%, as measured by the NGSSS biology EOC by the end of the 2021-2022 school year.
Monitoring:	Cycle assessment and Pre-AP Learning Checkpoint data will be used to monitor progress throughout the school year. In addition to daily walk-throughs for teachers identified as needing support.
Person responsible for monitoring outcome:	Deborah Fabrizio (fabriziod@pcsb.org)
Evidence-based Strategy:	<p>Enhance staff capacity to identify critical content from the Standards in alignment with district resources.</p> <p>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.</p>
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. Continue utilizing 12th grade student classroom teaching assistants for all Biology classes in order to serve as a mentor and scaffold to engage all students in rigorous tasks.
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.
8. Revisit student collaboration best practices to ensure students are routinely engaged in academic conversations.
9. Science teachers will utilize the Canvas platform to help all students access curriculum and resources, teacher feedback, and to collaborate with peers.
10. Biology and Chemistry teachers will routinely utilize Pre-AP resources to provide students with high order questioning and monitor progress and adjust instruction (Learning Checkpoints).

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 63%, as evidenced in the 2020-2021 NGSSS US History EOC.
2. We expect our performance level to be 70% by the end of the 2021-2022 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 63% to 70%.

Measurable Outcome: The percent of all students achieving proficiency will increase from 63% to 70%, as measured by the NGSSS US history EOC by the end of the 2021-2022 school year.

Monitoring: Cycle assessment data will be utilized to monitor student progress and reteach standards.

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.
7. Revisit student collaboration best practices to ensure students are routinely engaged in academic conversations.
8. Social Studies teachers will utilize the Canvas platform to help all students access curriculum and resources, teacher feedback, and to collaborate with peers.

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

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	<ol style="list-style-type: none"> 1. Our current level of performance is 30%, as evidenced in 2018-2019 ESSA Federal Index. 2. We expect our performance level to be at 45% by the end of the 2021-22 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 2021-2022 school year, as measured by the ESSA Federal Index.
Monitoring:	Continuous monitoring of cycle assessment and Pre-AP Learning Checkpoint data. Quarterly meetings with VE specialist and case managers to track progress of students on caseload.
Person responsible for monitoring outcome:	Edward Lane (lane@pcsb.org)
Evidence-based Strategy:	<p>Enhance staff capacity to support students through purposeful activation and transfer strategies.</p> <p>Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.</p> <p>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.</p>
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 and in content PLCs.
7. Embed reading and writing skills support into ninth grade learning strategies classes. The learning strategies teacher will monitor the students' response by analyzing Insight, Write Score, and Pre-AP learning checkpoint data along with our 9th grade ELA teacher team.
8. VE teachers will work with general education teachers to provide differentiated, individualized or small-group instruction that is aligned to student's IEP goals and Specially Designed Instruction.

Person Responsible Edward Lane (lane@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	<p>1. Our 20-21 Semester 2 core academic final grades of Fs were 922 for all students.</p> <p>2. Our 20-21 Semester 2 core academic final grades of Fs were 489 for black students.</p> <p>53% of our S2 core failures were African American students where our African American population is 48%</p> <p>39% of our S2 core failures were White students where our White population is 32%</p>
Measurable Outcome:	The number of semester one core academic final grades of F will reduce by 10% by the end of the first semester of 21-22 for all students and for black students.
Monitoring:	Quarterly grade reports by demographic to analyze trends and monitor closing of achievement gaps.
Person responsible for monitoring outcome:	Jennifer Gil (gilje@pcsb.org)
Evidence-based Strategy:	<p>Strengthen the ability of all staff to establish and maintain positive relationships with all students.</p> <p>Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.</p> <p>Strengthen the implementation of research-based practices that communicate high expectations for each student.</p>
Rationale for Evidence-based Strategy:	These strategies are needed to assist teachers and students to reduce the volume of core academic final grades F. The criteria used to make this determination is our first semester core academic grades for 21-22.

Action Steps to Implement

1. Implement best instructional practices and canvas platform in addition to other digital resources used in lesson planning 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).
6. Provide Equity PD during preschool PD for all staff members.
7. Ensure all students are provided with remediation and credit recovery opportunities in school and after school.

Person Responsible Jennifer Gil (gilje@pcsb.org)

#7. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:

1. Our current level of performance is 95%, as evidenced in 2020-2021 FLDOE graduation rate.
2. We expect our performance level to be 97% by the end of the 2021-2022 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 97%, as measured by the FLDOE graduation rate.

Monitoring: Routine monitoring of the YEHS 2018 cohort report.

Person responsible for monitoring outcome: Jennifer Gil (gilje@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.
- Routinely reach out to students/families who were previously withdrawn for non-attendance to re-engage or update withdrawal codes.

Rationale for Evidence-based Strategy: These strategies are needed to assist students by ensuring they complete all graduation requirements for on-time graduation.

Action Steps to Implement

1. School Counselors will conduct Senior Seminars August 23-27 for all seniors and offer additional support for students who are at risk of meeting graduation requirements. Senior Seminars will be conducted again January 24-28 in English 4 and AP Lit classes to review transcripts and ensure they are on track to graduate.
2. Ensure all students receive remediation if needed and provide 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: Derrik Craun (craund@pcsb.org)

#8. Other specifically relating to College & Career Readiness

Area of Focus Description and Rationale:

1. Our current level of performance is 72%, as evidenced in College and Career Acceleration Performance data from 2020-2021.
2. We expect our performance level to be 75% by the end of the 2021-2022 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 2021-2022 school year.

Measurable Outcome: The percent of 12th grade students graduating with a college or career readiness measure will increase from 72% to 75%, as measured by the Florida Department of Education by the end of the 2021-2022 school year.

Monitoring: Continue to monitor acceleration cohort report to ensure as many students as possible have access to an acceleration opportunity.

Person responsible for monitoring outcome: Derrik Craun (craund@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 19-20.

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 [no one identified]

#9. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: It was determined that additional PBIS strategies are needed which has an impact on attendance and overall engagement. Attendance data for the 2020-2021 school year showed that 45% of students at Boca Ciega High School missed more than 10% of the school year.

Measurable Outcome: The number of Boca Ciega High School students missing more than 10% of the school year will decrease by 25%, as measured by FOCUS and the attendance data dashboard.

Monitoring: Attendance data will be monitored and discussed on a weekly basis in leadership meetings and on a monthly basis in PBIS meetings, thereby giving each respective team to put next steps in place to address ongoing attendance problems or issues.

Person responsible for monitoring outcome: Edward Lane (lane@pcsb.org)

Evidence-based Strategy: In order to address problems in the area of attendance, Boca Ciega High School will implement Tier 1 PBIS incentives which recognize students for meeting criteria for receiving attendance specific rewards. Boca Ciega High School will also implement Tier 2 and Tier 3 interventions and supports which target challenges seen in students who have ongoing issues with tardies and attendance, with fidelity.

Rationale for Evidence-based Strategy: Boca Ciega High School believes that recognizing students for doing well or improving in the area of attendance will motivate students to attend school more regularly, thereby increasing their chances of experiencing academic success.

Action Steps to Implement

1. During the first week of school, teachers will review PIRATE common expectations/Guidelines for Success for our courtyards, cafeteria, transitions, and each teachers' classroom. In addition teachers will review school attendance and tardy expectations.
2. During the second week of school, the principal and assistant principals will conduct grade level assemblies to reiterate and review PIRATE GFS and attendance/tardy expectations and processes.
3. Monitor and discuss attendance on a weekly (Leadership Team) and monthly (PBIS Team) basis.
4. Recognize and reward students meeting Tier 1 attendance criteria on a monthly and/or quarterly basis.
5. Implement and maintain interventions for Tier 2 and Tier 3 attendance issues with fidelity.
6. Throughout the school year, the Improvement Team will implement a token economy system for all students to reinforce schoolwide GFS and student engagement.

Person Responsible Edward Lane (lane@pcsb.org)

#10. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

1. In the 2020-2021 school year, 45% of our students missed more than 10% of the school year. We expect this percentage to drop to less than 30% by the end of the 2021-2022 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 15%.
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 45% to less than 30%, as measured by FOCUS and attendance dashboard data.

Monitoring: Through Weekly MTSS meetings

Person responsible for monitoring outcome: Jennifer Gil (gilje@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 20-21.

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: Jennifer Gil (gilje@pcsb.org)

#11. Other specifically relating to Bridging the Gap

Area of Focus Description and Rationale:

1. Our current level of performance is 23%, as evidenced by the 2020-2021 FSA ELA proficiency of black students.
2. We expect our performance level to be 33% by the end of the 2021-2022 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 10%.

Measurable Outcome: The percentage of grade 9 and grade 10 black students scoring as proficient will increase from 23% in 20-21 to 33% in 21-22 school year as measured by the FSA ELA assessment.

Monitoring: Progress toward the Bridging the Gap goal will be monitored through Cycle Assessment data (Write Score and Pre-AP Learning Checkpoints for every unit in Pre-AP English 1 and 2 courses).

Person responsible for monitoring outcome: Derrick 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, 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 during 20 and Out PD sessions.
3. Continue to implement Personalized Monitoring Plans for academically at-risk African American students.
4. Utilize Pre-AP resources and Learning Checkpoint assessments each unit to ensure all students are receiving appropriate rigor for student tasks.

Person Responsible: Derrick Craun (craund@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the data shown on SafeSchoolsforAlex.org, the primary concern for Boca Ciega High School is to reduce the number of violent incidents per 100 students. The highest offense is that of fighting. The secondary area of concern would be to reduce the number of property incidents involving thefts. Boca Ciega High School will continue the implementation of PBIS and restorative practices to reduce the number of violent incidents on our campus. Staff and administration will work alongside students, families and mentors to ensure that we are providing consistent and meaningful guidance to students. The impact of our efforts will be monitored weekly during our MTSS meetings when student discipline data is reviewed. Student identified as exhibiting high risk behaviors will be invited to participate in small groups (anger management, conflict resolution, etc.) led by the behavior specialist. Efforts to reduce the number of property incidents include the strategic placement of staff members during non-instructional times to maximize supervision. Additionally, Boca Ciega High School will utilize two campus monitor positions to routinely monitor halls, parking lot, and locker-rooms during class time.

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.

Boca Ciega High School will sustain a positive school culture and environment by;

1. Using Tier 1 PBIS strategies which are culturally relevant and evident in each classroom and common area throughout the school.
2. Implementing and sustaining equitable practices which meet the academic and social-emotional needs of all stakeholders.
3. Using restorative practice strategies to increase the likelihood of fostering and maintaining student, staff, and stakeholder relationships.
4. Nurture existing relationships with community partners and mentors for the benefit of guiding students through graduation and their post-secondary plans.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in establishing and promoting this positive culture and environment will be the administrators, guidance department, student service team, instructional staff, support staff, and students throughout the campus of Boca Ciega High School. In addition, BCHS will continue to evolve the existing partnerships between the high school and local universities and colleges (PTC, SPC, Stetson & USF).