

The School District of Palm Beach County

Boynton Beach Community High



2021-22 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: 7/18/2021

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
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* 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%)
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	

* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK, 6-12	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

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
Lockhart, Anthony	Principal	<p>As the Principal of Boynton Beach Community High School, Dr. Anthony Lockhart manages and supervises all aspects of the educational programs. First and foremost Dr. Lockhart is the instructional leader for the school. Dr. Lockhart is responsible for the equitable instruction for all students. He is the decision maker in regards to the master schedule, teacher evaluations and supervision, curriculum council, Palm Beach Model of Instruction, professional development, professional learning communities' coordinator, hiring new teachers and school improvement activities. Dr. Lockhart also manages and supervises the business side of this school. He is responsible for all budgetary decisions and contracts. Additional responsibilities for Dr. Lockhart are listed below:</p> <ol style="list-style-type: none"> 1. Assistant principal supervision 2. Deliberate practice for all instructional staff 3. Discipline referral monitoring 4. Employee Building Council(EBC) 5. Marzano Frame work activities 6. School Advisory Council 7. School/Community Facilitation 8. Supervision of Artist –In-Residence and Guest Artist Programs
Cooper-Dunbar, Leslie	Assistant Principal	<p>Leslie Cooper-Dunbar is responsible for overseeing and monitoring the SIP through out the school year. She also monitors teacher effectiveness, student progress and fidelity of ELA, Reading and ESE students. Leslie Cooper-Dunbar also monitors 10th Grade and ESE students pathway to graduation.</p>
Combs, Fredrina	Assistant Principal	<p>Ms. Fredrina Combs is responsible for monitoring teacher effectiveness, student progress and instructional fidelity of U.S. History and Biology EOC's departments. Ms. Combs also monitors 12th grade students pathway to graduation.</p>
McBride, Latesha	Assistant Principal	<p>Mrs. Latesha McBride is responsible for monitoring teacher effectiveness, student progress and fidelity of Mathematics. Mrs. McBride Also monitors 9th grade students pathway to graduation and is lead on the Master board for the school..</p>
Bostic, Tina	Teacher, ESE	<p>Monitor ESE progress and their pathway to graduation.</p>
Haywood, Sonja	Math Coach	<p>Mrs. Haywood support and monitors the Math Department. She also creates pathways to assist all graders levels in passing the graduation mathematics requirement.</p>
Bell, Tamara	Instructional Coach	<p>Mrs. Bell support and monitors the Reading Department. She also creates pathways to assist 11th and 12th Graders in passing the graduation reading requirement and assist with writing and implementing academic plans. Ms. Bell works directly with 9th and 10th grade students in a classroom setting.</p>

Name	Position Title	Job Duties and Responsibilities
Lowe, Errik	Instructional Coach	Mr. Lowe supports and monitors the ELL Department. He also creates pathways to assist ELL students in grades 9 and 12 in meeting the graduation requirements and supporting all their educational needs including attending SBT, IEP and other academic meetings.
Collins, Shereen	Instructional Coach	Mrs. Collins support the Math Department. She also creates and directly supports students pathways to assist all graders levels in passing the graduation mathematics requirement.

Demographic Information

Principal start date

Sunday 7/18/2021, 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.*

14

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

1,619

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

22

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

16

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	444	419	394	362	1619
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	45	70	69	80	264
One or more suspensions	0	0	0	0	0	0	0	0	0	26	31	15	13	85
Course failure in ELA	0	0	0	0	0	0	0	0	0	154	233	214	185	786
Course failure in Math	0	0	0	0	0	0	0	0	0	100	207	203	162	672
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	119	55	174
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	13	85	37	138
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	278	475	0	0	753
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	268	237	0	0	505

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	89	188	191	189	657

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	0	1	6	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	67	97	75	60	299

Date this data was collected or last updated

Monday 9/20/2021

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	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

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	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
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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

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				34%	56%	61%	33%	55%	60%
ELA Learning Gains				44%	58%	59%	37%	56%	57%
ELA Lowest 25th Percentile				41%	55%	54%	30%	51%	52%
Math Achievement				24%	53%	62%	35%	52%	61%
Math Learning Gains				31%	55%	59%	35%	54%	58%
Math Lowest 25th Percentile				42%	52%	52%	41%	49%	52%
Science Achievement				60%	45%	56%	51%	49%	57%
Social Studies Achievement				65%	75%	78%	65%	72%	77%

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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	26%	56%	-30%	55%	-29%
Cohort Comparison		0%				
10	2021					
	2019	34%	54%	-20%	53%	-19%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	69%	-14%	67%	-12%

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	57%	69%	-12%	70%	-13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	64%	-43%	61%	-40%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	24%	60%	-36%	57%	-33%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades 9-10th USA's, FSQ's, PBPA's, Diagnostic Assessments Fall, Winter & Spring
 In all grades levels we will use the above mentioned data tools in the Fall, Winter, and in the Spring.

Reading Plus; Intensive Reading 9th and 10thGrade provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Kahn Academy in grades 11th and 12th is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.6	28.7	25.4
	Economically Disadvantaged	34.1	26.8	23.5
	Students With Disabilities	24.2	11.1	6.3
	English Language Learners	140.	9.0	8.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49.3	39.1	39.9
	Economically Disadvantaged	49.2	37.9	38.7
	Students With Disabilities	83.3	50.0	50.0
	English Language Learners	33.3	46.7	46.7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.8	50.0	47.9%
	Economically Disadvantaged	48.0	47.4	45.8
	Students With Disabilities	30.0	20.0	18.6
	English Language Learners	17.4	17.2	21.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.6	31.5	30.2
	Economically Disadvantaged	28.9	29.4	27.2
	Students With Disabilities	0.0	0.0	4.0
	English Language Learners	38.5	29.1	29.8
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.7	53.6	53.1
	Economically Disadvantaged	52.0	50.7	50.2
	Students With Disabilities	30.0	32.5	32.5
	English Language Learners	16.2	20.8	20.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.2	26.4	26.1
	Economically Disadvantaged	30.4	27.6	25.7
	Students With Disabilities	20.0	17.9	10.3
	English Language Learners	31.1	27.8	33.3
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	53.8	61.1	61.9
	Economically Disadvantaged	50.0	58.8	60.0
	Students With Disabilities	66.7	80.0	80.0
	English Language Learners	28.6	25.0	22.2

Grade 9					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		33.3	62.5	62.5
	Economically Disadvantaged		50.0	83.3	83.3
	Students With Disabilities		50.0	100.0	100.0
	English Language Learners		0.0	0.0	0.0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		50.0	80.0	80.0
	Economically Disadvantaged		50.0	80.0	80.0
	Students With Disabilities		50.0	50.0	50.0
	English Language Learners		50.0	100.0	100.0
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		100.0	33.0	33.3
	Economically Disadvantaged		100.0	33.3	33.3
	Students With Disabilities		0.00	0.00	0.00
	English Language Learners		0.00	0.0	0.0
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0.0	0.0	0.0
	Economically Disadvantaged		0.0	0.0	0.0
	Students With Disabilities		0.0	0.0	0.0
	English Language Learners		0.0	0.0	0.0
		Number/% Proficiency	Fall	Winter	Spring

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	9	31	39	11	28	45	19	28		91	51
ELL	8	38	45	8	22	42	17	16		80	40
BLK	23	37	35	13	23	46	39	33		92	60
HSP	24	41	69	7	13	38	37	32		76	67
MUL										100	73

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
WHT	51	57		31	30		83	50		88	69
FRL	23	37	41	12	23	46	39	32		89	62
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

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	11
Percent Tested	86%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35

Students With Disabilities	
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	87
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	57
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?

When looking at comparison data from level 3's and higher (proficiency results) in FSA/EOC from 2019 verse 2021 we see:

- ELA 9th Grade 26.3% and in 2021 19.4% a difference of -7%
- 10th Grade we have 33.5% and in 2021 30.2% with a difference of -3%
- ESE ELA owe scored 12.0% and in 2021 7.1% in 2021 a difference -4.8
- For our ELL data 4.7% and in 2001 5.4% a +0.7%
- 9th Grade Algebra 20.9% and in 2121 13.1% a difference of -7.8%
- 10th Grad Geometry 24.8 and in 2021 13.4 a difference of -11.5%
- ESE for math 16.3% and in 21 7.8% a difference of -8.6%
- L's 11.3% and in 2021 8.0 a difference on -3.3%
- Biology we see 55.1% and in 2021 39.8% with a difference of -16.0%
- ESE had a -23.8% drop from one year to the next.
- US History it was 57.1% and in 2021 36.4% with a difference of -21.3%, ESE had a -21.4% from one year to the next
- Historically over the last few years our SWD have been a concern. This is apparent with the ESSA identified SWD subgroup who had declines in all areas. All content area achievement showed declines as opposed to progress within the majority of the subgroups.

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

In FY19 state assessment data shows math achievement and math learning gains demonstrated the greatest decline from on year to the next. In achievement we had a -9 point drop. This is apparent with in the majority of our subgroups with a 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 - 4% drop. One reason this is happening is because 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. When looking at FY 20 comparison to FY 21 district diagnostic in ELA we see a drop in achievement levels:
9th Grade was 38.4 in 2020 and in 21 it was 34.3 with a -4.1% and 10th grade was 40.8 and in 21 it was 38.9 with a -2.1% difference. Our SDW had a -6% drop in both 9th and 10th grade when comparing both years.

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 factors contributing to these scores were:
Student disengaged on campus
Students not on campus(virtual learning) students attendance and they would not sign in consistently. When they did sign they were not fully engaged.
Inconsistent Student attendance on campus after parent notification from the school in Jan of 21 to return to B/M
Teacher working virtually and covering multiple areas .Theses classes were mixed grades and levels due to limited instructional staff who were ill. There were a lot of covering of class by all available staff.
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)

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

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. Fy 2021 progress monitoring shows we did not have any improvement.

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

During FY19 Content area teachers push-in to support during a differentiated small group instruction. Monitoring is done via mini-assessments, data analysis, lesson plan review and instructional walks.
Tutorials:
Monitoring via mini-assessments, data analysis, lesson plan review and instructional walks.
Professional Learning Communities: PLC's meet weekly or biweekly and are monitored by A.P.'s

Monitoring is done via administrator participation, PLC minutes, PLC fidelity walks and lesson plan review

Graduation Task Force Meetings

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

BBCHS will:

provide daily tutoring Math/Reading four days a week after school

provide 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
 - c. Think of one more for this group
 3. Algebra/Geometry proficiency
 - a. Before/During & After School Tutorials
 4. Professional Learning Communities
 5. Graduation Rate
 - a. Graduation Task Force Meetings (Faculty & Staff)
 - b. Graduation Task Force Meetings (Parent & Students)

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule Which occurs across grade levels, content areas, and feeder schools.

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.

For Double Down and collaborations amongst teachers is required and monitored weekly by administrators. All admin will actively participate in these meetings and support heir areas.

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

BBCHS will provide:

On-going professional development school based and district support

Provide opportunities for instructional support

Academic Walks school based and district supported

Progress monitoring conducting data chats, teacher to student, student to A.P and Teacher, A.P to Principals.

Tutoring

Parent Meetings/conferences updating parents about academic concerns

School-wide incentives for students and Teachers

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

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 All content area achievement showed declines as opposed to progress within the majority of the subgroups.

Measurable Outcome:

FSA/EOC Goals:
 FSA Achievement achieves a score of 39% by the end of the year.
 FSA Learning Gains achieve a score of 59% by the end of the year.
 SWD's Goals:
 FSA Learning Gains L25 achieve a score of 57% by the end of the year.
 Math
 FSA Achievement achieves a score of 34% by the end of the year.
 FSA Learning Gains achieve a score of 40% by the end of the year.
 FSA Learning Gains L25) achieve a score of 52% by the end of the year.
 SWD's Goals:
 Science (Biology)
 FSA Achievement achieve a score of 75% by the end of the year.
 SWD's Goals:
 U.S History Goals:
 SWD's Goals:

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. Various reports will be used to monitor and support student learning and provides ongoing feedback :

Monitoring:

Grades 9-10th USA's, FSQ's, PBPA's, Diagnostic Assessments Fall, Winter & Spring. Reading Plus; Intensive Reading 9th and 10th Grade provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need. Reading and math/Algebra Nation, ITX, Math Nation and Study Island will also be used to monitor math's pathway towards improvement. In addition both math and reading will use Kahn Academy in grades 11th and 12th is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Person responsible

Anthony Lockhart (anthony.lockhart@palmbeachschools.org)

for monitoring outcome:

- 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

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

Person Responsible Latesha McBride (latesha.mcbride@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

Person Responsible Fredrina Combs (fredrina.combs@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

Person Responsible [no one identified]

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.

When looking at Safe Schools for Alex.org we were ranked high for school incident ranking. We are number 386 out of 505mhigh schools statewide and 23 out 28 in county. We had a total of 4.45 incident per 100 students. A total of 66 incidents for an enrollment of 1482 in 2019-2020 school year. When looking at the incident details we scored very high for violent incidents. We had a total of 41 and they were for fighting, physical attacked, sex offence, battery, and threat /intimidation. For property incidents. we were ranked high with one incident. For drug and public order we were ranked middle with 24 incidents.

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.

SWD will be closely monitored and supplied with explicit instructional support. Teachers caseloads have decrease allowing for them to spend additional time inside individual classrooms.

Our school has an operational school-based team that meets frequently to discuss students with barriers to academic and social success and build programs of intervention specific to each child in need. Mentors are assigned to students with social-emotional needs.

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.

Our school has an operational school-based team that meets frequently to discuss students with barriers to academic and social success and build programs of intervention specific to each child in need. Mentors are assigned to students with social-emotional needs.

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.

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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- (Parent Conference)

November- (Parent Conference)

December- (Parent Conference and Report Card night)

January- (Parent Conference, Graduation Status Parent Meeting)

February- (Parent conferences and Financial Aid Night)

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

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

Dr. Anthony Lockhart, Principal: Over see all areas and responsibility for monitoring its effectiveness and admin accountability.

Leslie Cooper-Dunbar, A.P.; Over sees the ELA, ESE and 10th Grade discipline and Chronic Discipline Monitoring Team.

Latesha McBride, A.P. Over sees the 9th Grade discipline and participates in the Chronic Discipline Monitoring Team for the grade level.

Fredrina Combs, A.P. Over sees the 12th Grade discipline and participates in the Chronic Discipline Monitoring Team for the grade level.

William Parker, A.P. Over sees the 11th Grade discipline and participates in the Chronic Discipline Monitoring Team for the grade level.

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.