Boca Raton Community High School

2022-23 Schoolwide Improvement Plan

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Boca Raton Community High School

1501 NW 15TH CT, Boca Raton, FL 33486

https://brhs.palmbeachschools.org

Demographics

Principal: Suzanne King

Start Date for this Principal: 9/9/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2021-22 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	2021-22: A (62%) 2018-19: A (71%) 2017-18: A (69%)
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	N/A
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 Boca Raton Community High School mission is to develop knowledge, skills, and character that will empower our students for responsible citizenship, higher education success, and productive employment. The school community will encourage students to reach their full potential by rewarding achievement, discipline, honor, leadership, respect, and service in all aspects of life.

Provide the school's vision statement.

The entire Boca Raton High School community will unite in providing students with opportunities to achieve excellence in all academic, extracurricular, and athletic areas. Throughout this process, diversity, ingenuity, teamwork, effort, growth, and success will be celebrated.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
King, Susie	Principal	Vision of Academic Success for All 1. Deepens understanding of standards and engage faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Eliminates barriers and distractions that interfere with effective teaching and learning. 16. Provides a clean, safe and nurturing school environment. 17. Builds a culture of pride, trust, and respect. 18. Implements and monitors an effective approach to bullying prevention. 19. Aligns new and existing community and parent partnerships. Cultivating Leadership 20. Focuses the administrative and school leadership teams'

Name	Position Title	Job Duties and Responsibilities
		work on implementation of standards and reformed instruction. 21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. 22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust. 23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. 24. Coordinates and narrows teacher leaders' work on learningfocused behaviors and tasks. 25. Provides ongoing coaching with constructive feedback to teacher leaders. 26. Implements a comprehensive performance management system. 27. Implements rigorous project management, structures, protocols, and processes. Improving Instruction 28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. 29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. 30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday. 31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency I expectations and learning opportunities across classrooms, subjects, and grade levels. 32. Quickly and proactively addresses problems in instruction and student learning. 33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. 34. Monitors and improves instruction. 35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. People, Data, and Processes 36. Hires and retains highly qualified and effective employees. 37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.

Name	Position Title	Job Duties and Responsibilities
		38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. 39. Uses data to inform decisions and instruction, professional learning, performance, and student learning. 40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. 41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership. 42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. 43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities. 44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received. 45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports. 46. Supervises the school's food, transportation, maintenance, facility and support services. 47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. 48. Coordinates community activities relevant to the school within the school area. 49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. 50. Implements and monitors career and leadership advancement pathways. 51. Monitors systemic customer service. 52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment. Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.

Name	Position Title	Job Duties and Responsibilities
		Additional Job Functions: 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.
Lent, Stephanie	Assistant Principal	1. Advanced Placement Programs 2. Beginning Teachers Educator Support Program for Teachers New to the Profession 3. Bells 4. Campus Supervision and all required evening supervision events 5. Departments: New Teachers, ROTC, Science 6. Lockers 7. Student Concerns for Last Names starting with A, E, and R 8. Student Teachers 9. Summer and Spring Open House/Curriculum Night
Michaels, John	Assistant Principal	1. AP Capstone program 2. Campus Supervision and all required evening supervision events 3. Crisis Response Team Leader 4. Departments: AP Capstone, Math 5. Graduation tickets 6. Leadership class Administrator Contact/Senior Events 7. Master Calendar/Room Usage Request -- After School Events and Activities Scheduling 8. Restoring Culture Coordinator 9. Senior Exams 10. Student Concerns for Last Names starting with B, K, Q, and X 11. Supervision assignments – day and all athletics/after school events (w/Community school AP) 12. Textbooks/Student Obligations 13. Threat Assessment Team Leader 14. Website Coordinator
Sloan, Kala	Dean	1. Blood Drive 2. Campus Supervision and all required evening supervision events 3. Clubs 4. Community Service 5. EOC/FSA Testing (Primary) 6. PSAT/SAT/ACT (w/Kreuz) 7. Student Concerns for Last Names Starting with C,H, I, J, and Y 8. Threat Assessment Team Member
Wasserman, Evan	Assistant Principal	1. Campus Supervision and all required evening supervision events 2. Departments: Arts, Social Sciences 3. Dual Enrollment 4. Graduation: Ceremony, Diplomas, Program and Rehearsal

Name	Position Title	Job Duties and Responsibilities
		5. Keys 6. Medical calls (Primary) 7. Parking passes 8. Pep Rallies/Any event tickets 9. Safety Committee (Fire Drills, Lockdown Drills, and Tornado Drills) 10. School Tours 11. Student Concerns for Last Names starting with G, L, O, T, U, and Z 12. Student Conductor
Welter, Tom	Assistant Principal	1. Alternative Placement 2. Campus Supervision and all required evening supervision events 3. Departments: English, ESOL, Reading 4. District Accreditation Contact 5. EOC/FSA Testing (w/Sloan and new AP) 6. SIP 7. Student Concerns for Students with starting with F, M, and V 8. Threat Assessment Team Member
Anderson, Cristina	School Counselor	1. Attendance Program/ Harvard University Proving Ground 2. Foster Care Campus Coordinator 3. FSAA Co-Coordinator w/Ms. Smith-Gondek 4. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 5. School Based Team member 6. Student Concerns for Last Names starting with A, E, G, O, T and U 7. Teen parent contact
Carlo, Kimberly	School Counselor	1. FSAA Co-Coordinator w/Ms. Smith-Gondek 2. Guidance Department Head (Liaison w/Administration) 3. Hospital Homebound 4. PMP 5. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 6. School Based Team/RTI referrals Leader 7. Suite 360 (2nd semester) 8. Student Concerns for Last Names starting with H, I, M, and Z
Ibara, Jill	School Counselor	1. Assist with WIDA testing 2. Assist ELA students in registering for SAT and ACT 3. ELL Accommodations for SAT and ACT 4. ELL Placement Testing (w/Guzman) 5. Evaluate transcripts of registering ELL students 6. Individual and group counseling of ELLs 7. Monitor academic progress of ELLs 8. Student Concerns for ELL students

Name	Position Title	Job Duties and Responsibilities
Silversmith, Sarah	School Counselor	1. FSAA Co-Coordinator w/Ms. Smith-Gondek 2. McKinney Vento Campus Contact 3. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 4. School Based Team member 5. Student Concerns for Last Names starting with C, D and J 6. TLE's
Smith, Sheri	School Counselor	1. Caregiving Youth 2. DCF/DJJ Transition Point of Contact 3. FSAA Co-Coordinator w/Ms. Smith-Gondek 4. Identification cards 5. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 6. School Based Team member 7. Student Concerns for Last Names starting with F, L, P, W and Y 8. Take Stock in Children
Reagan, Kristin	School Counselor	1. FSAA Co-Coordinator w/Ms. Smith-Gondek 2. Mental Health Awareness 3. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 4. School Based Team member 5. Student Concerns for Last Names starting with N, R, and S 6. Wellness Designee
Drautz, Marc	Dean	1. CPR Training for 9th and 11th grade (1st semester) 2. EOC/FSA (w/Sloan and Welter) 3. Hurricane Prep Team 4. ISS/After school detention 5. Maintenance and Facility Management 6. Student Concerns for last names Starting with S and W
Battle, Carissa	Assistant Principal	1. Announcements 2. Blood Drive 3. Campus Supervision and all required evening supervision events 4. Departments: College and Career, Coordinators, Guidance, Non-instructional, World Language 5. District Accreditation (w/Welter) 6. Student Concerns for Last Names starting with F, H, L 7. Transportation
Gonzalez, Kevin	School Counselor	1. FSAA Co-Coordinator w/Ms. Smith-Gondek 2. Privilege period permission forms 3. SAT/ACT/AICE/AP/FSA/EOC testing accommodations for assigned 504 plan 4. School Based Team member

Name	Position Title	Job Duties and Responsibilities
		5. Student Concerns for Last Names starting with B, K, Q, V and X 6. Threat Assessment Team Member
Lubin, Elsa	Assistant Principal	1. Campus Supervision and all required evening supervision events 2. Departments: CTE, ESE, PE, SLPs 3. Edgenuity and After School Edgenuity program 4. EOC/FSA Testing (w/Sloan and Welter) 5. Medical calls (Primary w/Lent) 6. Student Concerns for last names Starting with D, N, and P
McThay, Branson	Behavior Specialist	1. Behavioral/Mental Health Interventions 2. Bullying/Mediation 3. FSAA Co-Coordinator w/Ms. Smith-Gondek 4. School Based Team/RTI referrals 5. Threat Assessment Team Member
Cohen, Jason	Administrative Support	1. AED Coordinator 2. Athletics 3. Campus Supervision and all required evening supervision events
Clarke, Wendy	Graduation Coach	1. Classroom Presentations 2. Choice and Academy Coordinator 3. College Applications/Recommendations (Common App) 4. College Fair Liaison with PTSA 5. Graduation Survey 6. Industry Certification Coordinator 7. Pathfinder Coordinator 8. Senior Awards Night 9. Scholarship Coordinator 10. Showcase of Schools 11. Student Concerns for Last Names starting with L-Z a. College Application b. Bright Futures Scholarship c. Common App Recommendation 12. Top 10%
Garofalo, Tina	Graduation Coach	1. College Applications/Recommendations (Common App) 2. Classroom Presentations 3. College essays 4. Interview Preparation 5. University Appeals 6. VAL/SAL speeches
Marcus, Lisa	Graduation Coach	1. Classroom Presentations 2. College Visits/Fieldtrip 3. Coordinate College Signing Day

Name	Position Title	Job Duties and Responsibilities
		4. Graduation Caps and Gowns for Students and Faculty 5. Google Classroom for College and Career 6. Scholarship Bulletin 7. Student Concerns for Last Names starting with A-K a. College Application b. Bright Futures Scholarship c. Common App Recommendation
Hernandez, Jordan	Administrative Support	1. Character Counts 2. Motivational Monday 3. School Wide Positive Behavior Support 4. Social Media 5. Student Recognition (including Honor Roll/Senior Citizenship/FSA/EOC/Perfect Scores) 6. Teacher Recognition 7. Threat Assessment Team Member 8. Underclassmen awards 9. Volunteer Coordinator
Kreuz, Shayna	Administrative Support	1. AICE Testing 2. PSAT/SAT/ACT (w/Sloan)
Theus, Alicia	Behavior Specialist	1. Behavioral/Mental Health Interventions 2. School Based Team member 3. Assist Guidance Counselors as needed

Demographic Information

Principal start date
Friday 9/9/2022, Suzanne King

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
11

Total number of teacher positions allocated to the school
111

Total number of students enrolled at the school
2,975

Identify the number of instructional staff who left the school during the 2021-22 school year.
21

Identify the number of instructional staff who joined the school during the 2022-23 school year.
21

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	704	755	754	760	2973
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	121	76	116	134	447
One or more suspensions	0	0	0	0	0	0	0	0	0	69	100	101	79	349
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	120	130	147	397
Course failure in Math	0	0	0	0	0	0	0	0	0	8	164	164	129	465
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	90	122	123	112	447
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	110	92	19	59	280
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	136	141	94	67	438
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	109	189	180	179	657

Using current year data, complete the table below with the number of students identified as being "retained.":

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	37	29	28	37	131
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	3	1	24	33

Date this data was collected or last updated
Friday 9/9/2022

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	707	759	745	810	3021
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	24	17	30	26	97
One or more suspensions	0	0	0	0	0	0	0	0	0	45	44	24	21	134
Course failure in ELA	0	0	0	0	0	0	0	0	0	80	226	190	189	685
Course failure in Math	0	0	0	0	0	0	0	0	0	58	157	145	168	528
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	94	90	92	73	349
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	2	11	13
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	94	90	92	60	336
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	254	297	0	0	551

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	78	174	145	151	548

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	1	0	0	32	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	3	25	30

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	707	759	745	810		3021
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	24	17	30	26		97
One or more suspensions	0	0	0	0	0	0	0	0	0	45	44	24	21		134
Course failure in ELA	0	0	0	0	0	0	0	0	0	80	226	190	189		685
Course failure in Math	0	0	0	0	0	0	0	0	0	58	157	145	168		528
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	94	90	92	73		349
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	2	11		13
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	94	90	92	60		336
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	254	297	0	0		551

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	78	174	145	151		548

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	1	0	0	32		33
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	3	25		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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	55%	51%				71%	57%	56%
ELA Learning Gains	50%						59%	51%	51%
ELA Lowest 25th Percentile	36%						52%	43%	42%
Math Achievement	49%	42%	38%				82%	54%	51%
Math Learning Gains	48%						51%	45%	48%
Math Lowest 25th Percentile	46%						58%	43%	45%
Science Achievement	78%	43%	40%				84%	73%	68%
Social Studies Achievement	71%	53%	48%				80%	74%	73%

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

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
2022					
2019	81%	69%	12%	67%	14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	69%	9%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	64%	19%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	60%	20%	57%	23%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	33	23	28	43	45	50	45		98	48
ELL	42	53	45	46	58	58	67	42		99	50
ASN	72	54		55	47		75	88		100	78
BLK	44	51	40	24	40	40	65	42		100	61
HSP	56	43	29	46	46	50	74	65		98	79
MUL	53	52	30	55	44		64	79		100	92
WHT	67	53	42	57	51	42	83	79		99	85
FRL	50	44	36	40	48	48	70	58		98	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
SWD	26	41	37	38	40	32	53	49		92	41
ELL	36	54	56	37	29	25	52	57		97	59
ASN	78	48		62	24		100	95		100	85
BLK	41	45	40	25	21	21	55	56		100	60
HSP	59	55	49	45	24	25	72	71		97	80
MUL	56	42		44	36		67	82		95	73
WHT	70	59	56	60	30	29	85	78		98	85
FRL	54	52	48	43	25	31	71	71		96	68

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	38	44	39	67	47	57	61	54		88	43
ELL	46	58	49	82	52	68	62	48		83	57
AMI	60	60									
ASN	83	63		81	50		85	86		96	86
BLK	49	53	48	71	57	62	66	59		86	52
HSP	66	56	51	81	48	52	81	78		90	75
MUL	82	60		68	32		69	77		93	81
WHT	76	61	53	85	53	66	89	84		96	89
FRL	60	54	50	79	52	57	69	69		91	66

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	679
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA Achievement has decreased from 71% to 61% since 2019
ELA Learning Gains have decreased from 59% to 50% since 2019
ELA Lowest 25% Gains have decreased from 52% to 36%
Math Achievement has decreased from 82% to 49% since 2019
Math Learning Gains have decreased from 51% to 48% since 2019 (trending down to 27% and back up to 48%)
Math Lowest 25% Gains have decreased from 58% to 46% since 2019 (trending down to 26% and back up to 46%)
Science Achievement has decreased from 84% to 78% since 2019
Social Studies Achievement has decreased from 80% to 71% since 2019

Subgroups:
SWD ELA Achievement decreased from 38%t to 29% since 2019
ELL ELA Achievement decreased from 46% to 42% since 2019
BLK ELA Achievement decreased from 49% to 44% since 2019
HSP ELA Achievement decreased from 66% to 56% since 2019

WHT ELA Achievement decreased from 76% to 67% since 2019

SWD Math Achievement decreased from 67%t to 28% since 2019
ELL Math Achievement decreased from 82% to 46% since 2019
BLK Math Achievement decreased from 71% to 24% since 2019
HSP Math Achievement decreased from 81% to 46% since 2019
WHT Math Achievement decreased from 85% to 57% since 2019

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Both ELA and Math Achievement decreased by 2%. However, when broken up, Algebra increased 9% and Geometry decreased 9%. 9th grade ELA decreased by 4% and grade 10 ELA decreased by 0.6%.

When we consider further, our learning gains, ELA decreased 5% from the previous year and our lowest 25% took a 13% decrease over the previous year. Math learning gains increased by 21% and the lowest 25% increased by 20%.

Therefore, we have decided to focus on ELA for school improvement. We will focus on ELA Achievement, as well as learning gains.

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

School culture and climate were not focused on growth. Many students believed the test was not necessary as it was described by media outlets. Teachers were also coming off COVID and the moral was down across the department.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains and math lowest 25% gains both showed a 21% and 20% increase respectively.

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

Math department worked with model schools in the area to mirror success. Changes in master scheduling to place appropriate teachers in key positions contributed to math improvement.

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

Our ELA focus is on progress monitoring and collaboration.
ELA administrator begins with individual data chats with all ELA teachers to establish a baseline and establish teacher driven goals.
ELA administrator begins with classroom walkthroughs to determine departmental needs and provide feedback.
Teachers meet weekly with PLC teams to develop standards-based instruction with new BEST standard materials.
ELA Administrator attends PLC team meetings to support and monitor progress.
ELA teachers establish action steps for personal growth aligned with school improvement goals.
ELA teachers and administrator review USA data, PM data, PBPA data, and formative data to inform data-based decisions on instruction.
ELA Administrator conducts regular weekly classroom walkthroughs to monitor alignment of classroom implementation from data and standard-based PLCs

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.

Teachers will be engaged in professional development including the implementation of the gradual release of instruction, differentiated instruction, and aligning the new ELA BEST standards to curricular resources.

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

Re-developing a culture of high expectations from not only students and families, but also our teachers and staff. Returning from the pandemic to an uncertainty of standardized testing developed a compounding impact on school culture and expectations. Success breeds future success.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Specific Teacher Feedback/ Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Both ELA and Math Achievement decreased by 2%. However, when broken up, Algebra increased 9% and Geometry decreased 9%. 9th grade ELA decreased by 4% and grade 10 ELA decreased by 0.6%. When we consider further, our learning gains, ELA decreased 5% from the previous year and our lowest 25% took a 13% decrease over the previous year. Math learning gains increased by 21% and the lowest 25% increased by 20%. Therefore, we have decided to focus on ELA for school improvement. We will focus on ELA Achievement, as well as learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our ELA proficiency has decreased by 10% over the past 4 years. Our learning gains have decreased by 9% and our lowest 25% has decreased from 52% to 36%. Our goal is to increase our ELA proficiency by 5%, our learning gains by 5% and our lowest 25% by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	USA's, PBPA's, PM1-PM3 and formative assessments will be monitored for student achievement aligned with BEST standards. ELA administrator will be monitoring classroom instruction, classroom culture and environment through weekly classroom walkthroughs. ELA administrator will be establishing and monitoring a culture of high expectations through PLCs.
Person responsible for monitoring outcome:	Tom Welter (tom.welter@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our ELA focus is on progress monitoring and collaboration. ELA administrator conducts individual data chats with all ELA teachers to establish a baseline and establish teacher driven goals. ELA administrator conducts classroom walkthroughs to determine departmental needs and provide feedback. Teachers meet weekly with PLC teams to develop standards-based instruction with new BEST standard materials. ELA Administrator attends PLC team meetings to support and monitor progress. ELA teachers establish action steps for personal growth aligned with school improvement goals. ELA teachers and administrator review USA data, PM data, PBPA data, and formative data to inform data-based decisions on instruction. ELA Administrator conducts regular weekly classroom walkthroughs to monitor alignment of classroom implementation from data and standard-based PLCs
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used	Feedback from teacher data chats provided rationale for improving the culture and learning environment through re-establishing a culture of high expectations of all students.

for selecting this strategy.

ELA administrator will conduct individual teacher data chats to discuss where we currently are. 2021-2011 individual teacher data will be reviewed and individual teacher action plans will be established.

Person Responsible   Tom Welter (tom.welter@palmbeachschools.org)

Teachers will meet weekly though PLCs to discuss data and develop standard-based instructional strategies that are aligned to BEST standards and new curricular materials. ELA Administrator will attend PLCs to monitor alignment with high expectations.

Person Responsible   Tom Welter (tom.welter@palmbeachschools.org)

ELA teachers and administrator review USA data, PM data, PBPA data, and formative data to inform data-based decisions on instruction.

Person Responsible   Tom Welter (tom.welter@palmbeachschools.org)

Lowest 25% and students not meeting proficiency will be identified for afterschool tutoring and differentiated instruction within the classroom setting.

Person Responsible   Tom Welter (tom.welter@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

In alignment with the District Strategic Plan and Long Term Outcomes, Boca Raton Community High School will infuse the content required by Florida Statute 1003.42 and S.B. Policy 2.09, as applicable to appropriate grade levels, including but not limited to:

(a) History of Holocaust
(b) History of Africans and African Americans
(c) Study of Hispanic Contributions
(d) Study of Women's Contributions
(e) Sacrifices of Veterans in serving our country

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence

• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Principles of Agriculture
• Effects of alcohol and narcotics
• Kindness to animals
• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

This content is covered in a wide range of mandatory courses including, but not limited to English and social studies. The School District of Palm Beach County has included alignment of content required by Florida Statute 1003.42 throughout scope and sequences of relevant courses. Teachers are expected to align their instruction with the school district scope and sequence, along with Florida Standards using dynamic, team-driven practices to deliver instruction.

In addition to curriculum requirements outlined in course scope and sequences for mandatory courses, we also offer the following courses:
- African American History
- Latin American History
- Latin American Literature
- Men/women World History
- Holocaust

We have also implemented a cultural diversity week where students and staff are encouraged to share and engage in activities to learn and explore various cultures of our students and staff.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix, and teacher expected behaviors, communicating with
parents and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SwPBS programs.

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

Parental involvement is an important factor in the success of our school on many levels. PTSA volunteers provide countless hours of support each year to support the students, staff, and administration. In addition, we offer an Open House to ensure non-threatening methods of introducing parents to teachers and administrators at the beginning of each school year. We also offer a curriculum night each semester to ensure parents and students understand the curriculum offered at Boca High and maximize their educational experience to take courses that will set them on a path to future success.
In order to ensure continuous contact, we often utilize our school website, https://brhs.palmbeachschools.org/school_info to communicate school news to parents. Every Sunday the PTSA sends out a newsletter to our students and families regarding important school information. We also
require teachers to utilize the SIS Gateway as a means of keeping parents informed about

students' progress in class. With distance learning, teachers have the ability to increase communication and progress monitoring through our Google classroom platform. We also post important information on our school marquee, as well as call-outs to families to communicate important information.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix, and teacher expected behaviors, communicating with parents and monitoring SwPBS. Last school year, we implemented our first annual Cultural Diversity week to celebrate and honor our school culture. Students and Staff were able to participate by dressing up in cultural attire, multicultural trivia games and a fun lunch. We look forward to continuing this tradition as we continue to build upon a positive school culture and environment.