

The School District of Palm Beach County

# Boynton Beach Community High



2022-23 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: 7/7/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK, 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (48%) 2018-19: C (50%) 2017-18: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI

\* 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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Boynton Beach Community High

4975 PARK RIDGE BLVD, Boynton Beach, FL 33426

<https://bbhs.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK, 6-12	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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.**

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**

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
Haywood, Sonja	Math Coach	Mrs. Haywood support and monitors the Math Department. She also creates pathways to assist all graders levels in passing the graduation mathematics requirement.
Cooper-Dunbar, Leslie	Assistant Principal	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 11th Grade and ESE students pathway to graduation
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"> <li>1. Assistant principal supervision</li> <li>2. Deliberate practice for all instructional staff</li> <li>3. Discipline referral monitoring</li> <li>4. Employee Building Council(EBC)</li> <li>5. Marzano Frame work activities</li> <li>6. School Advisory Council</li> <li>7. School/Community Facilitation</li> <li>8. Supervision of Artist –In-Residence and Guest Artist Programs</li> </ol>
McBride, Latesha	Assistant Principal	Mrs. Latesha McBride is responsible for monitoring teacher effectiveness, student progress and fidelity of Mathematics. Mrs. McBride Also monitors 10th grade students pathway to graduation and is lead on the Masterboard for the school.
Parker, William	Assistant Principal	Mr. William Parker is responsible for monitoring teacher effectiveness, student progress and instructional fidelity of U.S. History, BASA, IT Academies JROTC and Physicals Education Departments. Mr. Parker also monitors 12th grade students pathway to graduation.
Combs, Fredrina	Assistant Principal	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 9th grade students pathway to graduation.

**Demographic Information**



**Principal start date**

Tuesday 7/7/2020, Moody Fuller

**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.*

11

**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.*

15

**Total number of teacher positions allocated to the school**

61

**Total number of students enrolled at the school**

1,589

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

4

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

15

**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	0	434	420	378	357	1589
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	80	55	37	57	229
One or more suspensions	0	0	0	0	0	0	0	0	0	0	105	83	52	29	269
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	97	76	66	239
Course failure in Math	0	0	0	0	0	0	0	0	0	0	12	117	109	94	332
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	182	184	135	127	628
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	211	179	68	92	550
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	267	127	0	0	394

**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	207	212	136	136	691

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	74	87	60	68	289
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	3	2	16	28

Date this data was collected or last updated

Tuesday 8/30/2022

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	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

**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	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

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	K	1	2	3	4	5	6	7	8	9	10	11		12
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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

**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	34%	52%	55%				34%	56%	61%
ELA Learning Gains	49%						44%	58%	59%
ELA Lowest 25th Percentile	38%						41%	55%	54%
Math Achievement	28%	45%	42%				24%	53%	62%
Math Learning Gains	50%						31%	55%	59%
Math Lowest 25th Percentile	48%						42%	52%	52%
Science Achievement	35%	48%	54%				60%	45%	56%
Social Studies Achievement	49%	57%	59%				65%	75%	78%

**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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	69%	-14%	67%	-12%
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	57%	69%	-12%	70%	-13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	64%	-43%	61%	-40%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	60%	-36%	57%	-33%

**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	11	34	35	15	35	38	20	34		88	32
ELL	16	42	37	25	49	60	25	30		82	39
BLK	32	49	41	23	46	46	31	46		95	60
HSP	31	43	22	36	63	58	33	52		75	71
MUL	40										
WHT	53	56		47	52		69	75		86	67
FRL	31	47	37	26	50	48	34	47		90	60
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

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
HSP	24	41	69	7	13	38	37	32		76	67
MUL										100	73
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

**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)	ATSI
OVERALL Federal Index – All Students	46
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	27
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	11
Percent Tested	93%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
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	47
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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

## 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?

When looking at comparison data from level 3's and higher (proficiency results) in FSA/EOC from 2021 verse 2022 we see:

- ELA 9th Grade proficiency went from 19.6% in 21 to a 28.2% in 22 which is a 8.6%
- ELA 10th Grade proficiency went from 30.2% in 21 to a 33.1% in 22 which is a 3% increase.
- Algebra proficiency went from 25.0% in 21 to a 78.6% in 22 which is a 53.6% increase
- Geometry
- US History passing rate was 45% in 21 to a 32.9% in 22 which is a decrease of -12.1%.
- Biology passing rate in 21 was 66.7% in a 22 32.9% which is a decrease of -33.8%
- ESE ELA we scored in 2020 12.0% , 2021 7.1% in 2022 6.8 a difference -1.8
- For our ELL data 2020 4.7% , in 2001 5.4% and in 2022 4.1 % a difference of -.06%

- ESE for math 2020 16.3% , in 2021 7.8% and in 2022 11.3 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 was 2020 57.1%, in 2021 36.4% and in 2022 with a difference of -21.3%,

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.

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

- Biology we see in 2021 39.8% and in 2022 32.9 % with a difference of -6.1 %
- ESE had a 6.1% drop from one year to the next.
- US History it was in 2021 36.4% and in 2022 3 % with a difference of - 33 %, 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.

#### 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 schoolwide. The rate of students attendances were consistently a concern.



Inconsistent Student attendances callout were conducted, however there continued to be students not attending school regularly.

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
- Professional Learning Communities
5. Graduation Rate
    - a. Graduation Task Force Meetings (Faculty & Staff) and b.(Parent & Students)
  6. Attendance Support:  
Graduation Coaches and Parent Liaison;
    - a. Parent Visits to the school
    - b. Home visits

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

ELA 9th /10th Grade 2021 19.4% and in 2022 34% in an increase of 14.6%

9th Grade Algebra in 2021 13.1% and in 2022 78.8% an increase of 65.7%

10th Grade Geometry 2020 and in 2021 13.4 and in 2022 31% an increase of 17.6%

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

1. ELA 9th and 10th Grade and in Algebra/Geo
  - a. Double Down
  - b. Before/During & After School Tutorials
  - c. Professional Learning Communities
3. Algebra/Geometry proficiency
  - a. Before/During & After School Tutorials

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

Professional Learning Communities  
Teachers pushing in to assist teachers  
Critical skill development via small groups

**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 their areas.

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

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

**Areas of Focus**

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

:

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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

When looking at comparison data from level 3's and higher (proficiency results) in FSA/EOC from 2021 versus 2022 we see:  
 ELA 9th Grade 2021 19.4% and 34% a increase of 15%. 10th Grade we have 2021 30.2 and in 2022 a 39% with a 9% increase  
 ESE ELA our scored 7.1 in 2021 in and a difference -4.8  
 For our ELL data 2001 5.4% in a +0.7%  
 9th Grade Algebra 2021 13.1% and 38% increase of a of 25%  
 10th Grade Geometry 24.8 in a difference of -11.5%  
 ESE for math 2021 13.4 and in 22 7.8% a difference of -8.6  
 L's 11.3% in 2021 it was 8.0 a difference on -3.3  
 Biology; we see 2021 39.8% and in 35 with a difference of -4.5%  
 ESE had a -23.8% drop from one year to the next.  
 US History it was 2021 36.4% in 49% with a difference of -13%, 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.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

FSA/EOC Goals:  
 FSA Achievement score of 39% by the end of the year.  
 FSA Learning Gains achieve a score of 50% by the end of the year.  
 SWD's Goals:  
 FSA Learning Gains L25 achieve a score of 50% by the end of the year.  
 Math  
 FSA Achievement achieves a score of 45% by the end of the year.  
 FSA Learning Gains achieve a score of 50% by the end of the year.  
 FSA Learning Gains L25) achieve a score of 50% by the end of the year.  
 SWD's Goals:  
 Science (Biology)  
 FSA Achievement achieve a score of 50% by

the end of the year.

SWD's Goals:

U.S History Goals:

SWD's Goals:

Monitoring:

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 :

Grades 9-10th USA's, FSQ's, PBPA's, BEST Unit Assessments Fall, Winter & Spring and Studysnc .

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.

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.

Anthony Lockhart

(anthony.lockhart@palmbeachschools.org)

1. Double Down

2. Tutorials

3. Professional Learning Communities

4. Graduation Task Force

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

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

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

**Person responsible for monitoring outcome:**

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

time with students in very small settings.  
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.  
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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and**

**Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the declines indicated in the results of 2%, 8%, 9% and 22% in all academic areas over the three years.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Based on the declines indicated in the results of ELA over all with ESE subgroups ESE 2%, ELL/ESE 8%, BLK/ESE 9% and Mult/ ESE 22% in all academic areas over the three years.

Increase the support facilitation teachers  
Increase the opportunities for small groups support daily during lunch and electives

Grades 9-10th USA's, FSQ's, PBPA's, BEST Unit Assessments Fall, Winter & Spring and Studysnc . 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. 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

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

[no one identified]

**Person responsible for monitoring outcome:**

1. Double Down
2. Tutorials
3. Professional Learning Communities
4. Graduation Task Force

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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

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.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

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. 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Grades 9-10th USA's, FSQ's, PBPA's, BEST Unit Assessments Fall, Winter & Spring and Studysnc . 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. 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**

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

Mrs. Bostick will continue to support the Support Facilitation teachers and the Case managers data as it relates to the ESE students they support. She will develop plans to will support continous student improvement and pathways to graduation.

**Person Responsible**

Tina Bostic (tina.bostic@palmbeachschools.org)

**#3. Positive Culture and Environment specifically relating to Student Engagement**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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 1642 in 2020-2021 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.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

ESE for math 2020 16.3% , in 2021 7.8% and in 2022 11.3 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 was 2020 57.1%, in 2021 36.4% and in 2022 with a difference of -21.3%,  
 Historically over the last few years our SWD has been a concern. This is apparent with the ESSA  
 identified SWD subgroup who had declines in all areas. This plan would allow BBCHS to meet the need of these tsudennt and address any aditonal support needed.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

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

**Person responsible for monitoring outcome:**  
 Anthony Lockhart (anthony.lockhart@palmbeachschools.org)

**Evidence-based Strategy:**  
**Describe the**

Pull outs differentiated instruction/sklil based  
 Push in



**evidence-based strategy being implemented for this Area of Focus.**

Small group skill bass in all areas  
 SPIRE for th elowest reading students by the Reading Coach

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

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:

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. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

SPIRE will be used for our lowest reading struggling students through our Intensive Reading Classes.

Kahn Academy in grades 11th and 12th is an adaptive learning program.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Students to participate will be identified
- Teachers to support identified
- Location and materials used and teachers trained
- Parents notified
- Monitoirng for prograss in place

**Person Responsible**

Latesha McBride (latesha.mcbride@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.**

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 ensure 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.

Parent educational meetings and workshops will be conducted to ensure that parents are receiving pertinent information. Some SAC meetings will be held at the SIM Community Center to assist the school with becoming one with the community. This is dependent on the state transitioning into Phases Two of the Corina Pandemic CDC requirements are lifted.

The school completes a Parental Involvement Plan (PFEP), which is available at the school site. The school also provides consistent community with all state holder:

Three different ways (call outs, on three different days).

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

The following data reflects an increase in parent participation based on the number of surveys returned. Approximately 420 surveys were distributed and the school received approximately 350 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 Meetings)

February- (Parent conferences and Financial Aid Night) and Parent Literacy 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 school culture and environment.**

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