

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

| | |
|--|--|
| 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 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* Black/African American Students Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: C (48%) 2018-19: C (50%) 2017-18: C (48%) |
| 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 | 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.

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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Boynton Beach Community High

4975 PARK RIDGE BLVD, Boynton Beach, FL 33426

<https://bbhs.palmbeachschools.org>

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) |
|--|------------------------|--|
| Combination School PK, 6-12 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (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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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

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"> 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 |
| 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 |

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 |

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.

BBCCHS 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 verse 2022 we see:
 ELA 9th Grade 2021 19.4% and 34% 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.

Professional Learning Communities: have allowed our teachers to focus their instruction

and planning with a deeper understanding of the standards,

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

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 505 high schools statewide and 23 out of 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 additonal 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 progress 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