

The School District of Palm Beach County

Boynton Beach Community High School



2023-24

Schoolwide Improvement Plan (SIP)

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Boynton Beach Community High

4975 PARK RIDGE BLVD, Boynton Beach, FL 33426

<https://bbhs.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Fuller, Moody	Principal	<p>As the Principal of Boynton Beach Community High School, Dr. Fuller manages and supervises all aspects of the educational programs. First and foremost Dr. Fuller, is the instructional leader for the school. Dr. Fuller 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. Fuller, also manages and supervises the business side of this school. He is responsible for all budgetary decisions and contracts. Additional responsibilities for Dr. Fuller are listed below:</p> <ol style="list-style-type: none"> 1. Assistant Principal supervision 2. Deliberate practice for all instructional staff 3. Discipline referral monitoring 4. Employee Building Council(EBC) 5. Marzano Frame work activities 6. School Advisory Council 7. School/Community Facilitation 8. Supervision of Artist –In-Residence and Guest Artist Programs
Cooper-Dunbar, Leslie	Assistant Principal	<p>Leslie Cooper-Dunbar is responsible for overseeing and monitoring the SIP through out the school year. She also monitors teacher effectiveness, student progress and fidelity of ELA, Reading and ESE students. Leslie Cooper-Dunbar also monitors 12th Grade and ESE students pathway to graduation</p>
McBride, Latesha	Assistant Principal	<p>Mrs. Latesha McBride is responsible for monitoring teacher effectiveness, student progress and fidelity of Mathematics. Mrs. McBride Also monitors 11th grade students pathway to graduation and is lead on the Masterboard for the school.</p>
Parker, William	Assistant Principal	<p>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 9th grade students pathway to graduation.</p>
Combs, Fredrina	Assistant Principal	<p>Ms. Fredrina Combs is responsible for monitoring teacher effectiveness, student progress and instructional fidelity of U.S. History and Biology EOC's departments. Ms. Combs also monitors 10th grade students pathway to graduation.</p>
Haywood, Sonja	Instructional Coach	<p>Mrs. Haywood support and monitors the Math Department. She also creates pathways to assist all graders levels in passing the graduation mathematics requirement.</p>

Name	Position Title	Job Duties and Responsibilities
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Perkins, Kristi	Teacher, ESE	Mrs. Perkins support and monitors all ESE students to ensure all services are provide based on their IEPs. She also create pathways to assist all graders levels in passing the graduation requirements.
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Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Each stakeholders under the direction of , Dr. Fuller, manages and supervises specifics aspects of the educational programs. Each administrator operates as the instructional leader for that area at the school site. A.P's are responsible for the equitable instruction for all students and the decision maker in regards to the master schedule, teacher evaluations and supervision, curriculum, Palm Beach Model of Instruction, professional development, professional learning communities' coordinator, hiring new teachers and school improvement activities.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap through, Data Chats, Instructional Walks. Administrative Meetings and PLS's . The school will revise the plan, as necessary, to ensure continuous improvement based on the collection of assessment data though out the school year.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

<p>2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)</p>
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	<p>2021-22: C 2019-20: C 2018-19: C 2017-18: C</p>
<p>School Improvement Rating History</p>	
<p>DJJ Accountability Rating History</p>	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	49	53	34	52	55	25		
ELA Learning Gains				49			39		
ELA Lowest 25th Percentile				38			44		
Math Achievement*	19	51	55	28	45	42	13		
Math Learning Gains				50			22		
Math Lowest 25th Percentile				48			46		
Science Achievement*	42	46	52	34	48	54	41		
Social Studies Achievement*	36	63	68	46	57	59	35		
Middle School Acceleration		68	70		51	51			
Graduation Rate	81	73	74	90	38	50	88		
College and Career Acceleration	50	39	53	62	62	70	63		
ELP Progress	33	53	55	27	64	70	39		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	81

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	11
Percent Tested	93
Graduation Rate	90

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	1
ELL	30	Yes	2	1
AMI				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
ASN				
BLK	41			
HSP	40	Yes	1	
MUL	36	Yes	2	
PAC				
WHT	53			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	39	Yes	1	
AMI				
ASN				
BLK	45			
HSP	47			
MUL	40	Yes	1	
PAC				
WHT	63			
FRL	45			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			19			42	36		81	50	33
SWD	11			11			17	8		28	7	30

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
ELL	16			18			23	20		38	7	33
AMI												
ASN												
BLK	30			18			45	32		44	7	34
HSP	28			23			33	41		56	7	33
MUL	36										1	
PAC												
WHT	41			16			35	61		72	6	
FRL	29			18			39	35		48	7	37

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	34	49	38	28	50	48	34	46		90	62	27
SWD	11	34	35	15	35	38	20	34		88	32	
ELL	16	42	37	25	49	60	25	30		82	39	27
AMI												
ASN												
BLK	32	49	41	23	46	46	31	46		95	60	26
HSP	31	43	22	36	63	58	33	52		75	71	31
MUL	40											
PAC												
WHT	53	56		47	52		69	75		86	67	
FRL	31	47	37	26	50	48	34	47		90	60	26

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	25	39	44	13	22	46	41	35		88	63	39
SWD	9	31	39	11	28	45	19	28		91	51	
ELL	8	38	45	8	22	42	17	16		80	40	39
AMI												
ASN												

2020-21 ACCOUNTABILITY 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	ELP Progress
BLK	23	37	35	13	23	46	39	33		92	60	39
HSP	24	41	69	7	13	38	37	32		76	67	39
MUL										100	73	
PAC												
WHT	51	57		31	30		83	50		88	69	
FRL	23	37	41	12	23	46	39	32		89	62	38

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	25%	50%	-25%	50%	-25%
09	2023 - Spring	28%	48%	-20%	48%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	48%	-31%	50%	-33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	24%	50%	-26%	48%	-24%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	63%	-24%	63%	-24%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	62%	-30%	63%	-31%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA 10th Grade proficiency went from a 33.1% in 22 to a 25% which is a -8% decrease and Algebra proficiency went from a 78.6% in 22 to 20% in 23 which is a -53.6% increase. For ELA 10th Grade BBCHS would contribute the new standards and assessment and teacher knowledge concerning such. We also contribute student participation in support programs offered during the day and, afternoon and Saturdays to assist with the Algebra. Other factors include attendance, and participation in academic activities. 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. Based on this years data we are now experiencing academic deficiencies in ESE, ELL and well as MUL sub-groups. It has become increasingly difficult to support student in these three subgroups.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When looking at comparison data from level 3's and higher(proficiency results) in PM 1 and PM2, FSA/EOC from

2022 verse 2023 we see:

ELA 9th Grade proficiency went from 28.2% in 22 to a 28% in 23 which is no movement.

ELA 10th Grade proficiency went from a 33.1% in 22 to a 25% which is a -8% decrease.

Algebra proficiency went from a 78.6% in 22 to 20% in 23 which is a -53.6% increase.

Geometry proficiency is indicated as 37% proficiency.

US History passing rate was a 46.9% in 22 and a 32 in 2023 which indicates -14%.

Biology passing rate in a 22 32.9% to a 39% which is a decrease of -33.8%.

ESE ELA we scored in 2022 6.8% to 2023 a 11% which indicated an increase of 5.1%.

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, ELL and MUL are areas of concerns. This is apparent with the ESSA

identified subgroups who have had increases in some I areas however are still significantly lower than their counterparts. The over all data in Proficiency for ELA ESE indicates from a 9% to a 11% which is an increase of 3%, ELL subgroup 8% proficiency to a 16% which is a an 8% increase. Math achievement indicates in ESE 11% in 2021 to a 15% which is an increase of 7%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Biology passing rate in a 22 32.9% to a 39% which is a decrease of -33.8%
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. 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. The overall behavior of some of our students in the ELL and ESE subgroups have been somewhat challenging. BBCHS prides itself on proving rigorous instruction, exemplary social and emotional support there seems to be a slight mess when working students in these two subgroups.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA 9th /10th Grade in 2022 34% and in 2023 a 5% increase between PM 1 and PM 2.
9th Grade Algebra in 2022 78.8% and 17% in 2023 with a decrease.
10th Grade Geometry in 2022 31% with an decrease of 4%.
Biology in 2022 31% to a 39% in 2023 with an decrease.
US History in in 2022 scored 2023 32% with an decrease.
Data chats, Learning and Feedback walks, Saturday tutorials and pull-outs in all areas. Teachers provided with Actionable feedback after each visit.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The two main potential areas of concern were identified as ELA 10th Grade and Algebra. More specifically over the last few years our SWD, ELL and MUL are areas of concerns. This is apparent with the ESSA identified subgroups who have had increases in some l areas however are still significantly lower than their counterparts. The over all data in Proficiency for ELA ESE indicates from a 9% to a 11% which is an increase of 3%, ELL subgroup 8% proficiency to a 16% which is a an 8% increase. Math achievement indicates in ESE 11% in 2021 to a 15% which is an increase of 7% increase.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1st priority: ELA 9th /10th Grade in 2022 34% and in 2023 a 5% increase between PM 1 and PM 2.
- 2nd priority: 9th Grade Algebra in 2022 78.8% and 2023 17% with a decrease of 61%.
- 3rd priority: Biology passing rate in a 2022 32.9% to a 39% which is a decrease of -33.8%
- 4th priority:10th Grade Geometry in 2022 31% to 37% in 2023 with an 5% increase.
- 5th priority: US History in 2022 31% and in 2023 32% with an decrease.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Extended Learning Opportunities made available to these students with breakfast , lunch and transportation attached. Mentor and mentorship programs available and students paired with additional support staff base on their needs. Monitoring sessions for improvement where teachers and staff provides data supporting students' progress. Celebrating success by planning events and activities that exemplify a students success. All Title I schools in SDPBC are required to complete a Schoolwide Plan

Measurable Outcome:

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

BBCHS will increase participation of ESE and ESOL students by at least 40%. Data has shown our ESE and ESOL students are struggling scores.

Monitoring:

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

Formative assessments, Individualized Goal setting and Data Chats discussing the barriers that contribute to a student struggle and how his/her social emotional health can aide in growth..

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data chats for students
Social Emotional Health Meetings, STA or BTA monitoring and social emotional support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data chats for students
Social Emotional Health Meetings.
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.
1003.42 Mandatory Curriculum & Content (add in section A or B}
Florida State Statutes 1003.42 dictates that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following
In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1003.42 Mandatory Curriculum & Content (add in section A or B)

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: William Parker (william.parker@palmbeachschools.org)

By When: The end of the school year

#2. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. ESE had a -23.8% drop from one year to the next.

Measurable Outcome:

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

ESSA identified SWD subgroup who had declines in all areas. ESE had a -23.8% drop from one year to the next. The goal is to increase the ESE drop to an increase of at least 10% in all subgroups by the same 10%.

Monitoring:

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

- Attend more PLCs
- Conduct more data chats
- Monitor formative assessments
- Provide professional development
- Real time teacher support
- Examine and review lesson plans
- Visit more classrooms every day/every week
- Check classrooms for teacher/student understanding of material
- Monitor to see if the benchmarks/standards are being taught with fidelity
- Examine instructional delivery
- Masterboard changes (if we do not see the results that we expect)
- Teacher changes (if we do not see the results that we expect)

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Conduct more data chats

- Monitor formative assessments and meeting on results.
- Provide professional development and instructional coaching.
- Real time teacher support via PLC and District Office
- Examine and review lesson plans for rigor and content connection.
- Visit more classrooms every day/every week debrief in Admin Meetings to discuss next steps.
- Check classrooms for teacher/student understanding of material.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- Real time teacher support (coaches)
- Peer to peer professional development (teachers)
- Teacher college (set up labs to assist teachers during their planning periods)
- Team/subject goal setting
- Individual/subject goal setting

- Data chats for students
- Celebrating success

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process BBCHS uses to review school improvement funding allocations and ensure resources are allocated based on needs : Admin attends PLCs and administrative meetings to discuss with the instruction stakeholders the changes and seek recommendations on how funds should be use in order to bene our students.

Conduct more data chats and Monitor formative assessments, based on outcomes providing professional development and real time teacher support based on the allocation of funds. This allows the school to seek outside research based assistance. Once PDD needs are define the team review the decisions based on the required standards to ensure alignment and then determine how and when the PDD will take place.

The schools primary focus would be ELA, Math, ESE, ELL and Multicultural subgroups and academic areas. This will ensure that BBHS is meeting the needs of the most struggling academic areas and subgroups.

During the every next scheduled SAC meeting BBCHS Administration team will share the information observed and seek input and approval from the SAC to make needed changes after demonstrating how the school would benefit from the interventions being recommended.

Florida State Statutes 1003.42 dictates that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Grade Level Assemblies are conducted very semester. These assemblies review with students behavior and academic situation and information. Instructional and support staff participate in these assemblies. Mentors are assigned to students with social-emotional needs. Parent educational meetings and workshops will be conducted to ensue that parents are receiving pertinent information. Some SAC meetings will be held at the SIM Community Center to assist the school with becoming one with the community. Some SAC meetings will be held at the SIMS Community Center to assist the school with becoming one with the community. The school completes a Parental Involvement Plan (PFEP), which is available at the school site. Decrease in discipline infractions and increased parental involvement. The following data reflects an increase in parent participation base on the number of surveys returned. Approximately 525 surveys were distributed and the school received approximately 405 completed surveys. Parent surveys and needs assessment feedback tools serves 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 and Parent sign- in sheet and notes have been maintained and used for parent interactions.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parent educational meetings and workshops will be conducted to ensue that parents are receiving pertinent information.

Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

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.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is coordinated and integrated by each staff member playing an important role. For example: The School 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. 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.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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

Parent educational meetings and workshops will be conducted to ensue that parents are receiving pertinent information. Some SAC meetings will be held at the SIM Community Center to assist the school with becoming one with the community.

Parent educational meetings and workshops will be conducted to ensue that parents are receiving pertinent information. Some SAC meetings will be held at the SIM Community Center to assist the school with becoming one with the community. 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. Different counselors are available and meet with school administrators to discuss students progress. Counseling services available which include but not limited to: are: Data(drug /Alcohol), Mental Health Counseling, and School Counselors.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

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.

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.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Parent educational meetings and workshops will be conducted to ensure that parents are receiving pertinent information. IEP and School Base Team meetings are conducted and student information shared and recommendation. SRA and Threat Assessments meetings are conducted as all students receiving these services are monitored daily by a certified mental health staff member. 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. 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.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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. Paraprofessionals and other Non-instructional support staff are provided with PDD which focuses on the social and emotional aspect of our students and how they can support them.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A