

Pinellas County Schools

Boca Ciega High School



2023-24

Schoolwide Improvement Plan (SIP)

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Boca Ciega High School

924 58TH ST S, Gulfport, FL 33707

<http://www.bocaciega.org/>

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.

Our Mission is to Open Doors to Success for Our Students!

Provide the school's vision statement.

The Vision of Boca Ciega High School is 100% Student Success.

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
Gil, Jennifer	Principal	Oversees the overall operations of the school.
Spurgeon, Danielle	Assistant Principal	Curriculum and The Center for Wellness and Medical Professions
Lewis, Angela	Assistant Principal	Climate & Culture and the Academy of Creators, Scholars & Leaders, 9th and 10th grades
Sager, Shawn	Assistant Principal	Facilities and the Academy of Creators, Scholars & Leaders, 11th and 12th grades
Washington, Lamar	Assistant Principal	Athletics and the Fundamental Program

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.

BCHS has multiple systems in place for involving stakeholders in school operations and for gathering input. Monthly the principal meets with the School-Based Leadership Team (SBLT), student leaders, the School Advisory Council (SAC), Pirates Athletic Hall of Fame Board (alumni) and with various special teams (teacher of AVID, AP, counselors, etc.). Assistant principals meet monthly with the departments they supervise, content PLCs, parent groups, student groups and regularly with district Instructional Staff Developers. In addition, as a Title 1 school, parents are invited to the annual Title 1 meeting, provided with pertinent school information and are given an opportunity to provide feedback. And lastly, the team works diligently to recruit parents to complete district's annual stakeholder survey.

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))

To ensure accountability, an assistant principal has been assigned to a core content area. The assistant principal is expected to serve as the instructional leader for their content. This responsibility entails professional learning, teacher observations and coaching, facilitating PLCs, conducting data chats and ensuring the implementation and monitoring of all actions steps to meet the goal. Assistant principals report out their progress at the weekly administrative team meetings.

The results of progress monitoring (cycle 1,2 & 3) data are closely analyzed. Assistant principals work closely with teachers within their PLCs to create and implement a remediation plan that includes reteaching and reassessing. SIP action steps are reviewed mid-year and/or after the cycle 2 assessments and adjusted if necessary.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	72%
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
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	95	108	141	33	377	
One or more suspensions	0	0	0	0	0	81	65	72	36	254	
Course failure in English Language Arts (ELA)	0	0	0	0	0	112	108	0	0	220	
Course failure in Math	0	0	0	0	0	103	118	0	0	221	
Level 1 on statewide ELA assessment	0	0	0	0	0	126	137	37	14	314	
Level 1 on statewide Math assessment	0	0	0	0	0	156	217	3	3	379	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	141	147	164	181	633	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	113	
One or more suspensions	0	0	0	0	0	0	0	0	0	5	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	524	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	341	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	46

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	26	20	36	31	113	
One or more suspensions	0	0	0	0	0	0	4	1	0	5	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	139	131	155	99	524	
Level 1 on statewide Math assessment	0	0	0	0	0	21	124	118	78	341	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	4	11	18	13	46

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	34	47	50	38	51	51	33		
ELA Learning Gains				44			38		
ELA Lowest 25th Percentile				32			35		
Math Achievement*	17	36	38	28	38	38	23		
Math Learning Gains				44			22		
Math Lowest 25th Percentile				42			26		
Science Achievement*	47	61	64	49	42	40	43		
Social Studies Achievement*	42	63	66	57	47	48	60		
Middle School Acceleration					45	44			
Graduation Rate	89	92	89	96	61	61	98		
College and Career Acceleration	80	69	65	69	70	67	61		
ELP Progress	45	47	45	52			52		

** 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	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	89

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	551
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	96

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	34	Yes	4	
ELL	36	Yes	1	
AMI				
ASN	83			
BLK	45			
HSP	53			
MUL	52			
PAC				
WHT	62			
FRL	46			

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	39	Yes	3	
ELL	42			
AMI				
ASN	80			
BLK	42			
HSP	58			
MUL	51			
PAC				
WHT	60			
FRL	46			

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	34			17			47	42		89	80	45
SWD	6			8			18	15		61	6	
ELL	31			8				14			5	45
AMI												
ASN	64							85		83	4	
BLK	21			10			38	32		78	6	
HSP	46			21			64	44		73	7	46
MUL	38			22			47	43		80	6	
PAC												
WHT	52			33			63	53		82	6	
FRL	27			15			42	33		75	7	44

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	38	44	32	28	44	42	49	57		96	69	52
SWD	11	30	23	13	48	70	18	33		89	55	
ELL	27	43	30	31	50		50	50				52
AMI												
ASN	71	53		75	73		90	86		100	95	
BLK	26	37	25	15	36	38	29	47		98	64	
HSP	49	48	36	35	39		69	66		94	73	69
MUL	37	41		12	30		60	45		92	92	
PAC												
WHT	48	51	50	42	53	58	64	71		93	69	
FRL	31	39	29	23	43	42	40	47		97	69	50

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	33	38	35	23	22	26	43	60		98	61	52
SWD	7	30	35	5	19	19	13	39		88	32	
ELL	12	27		6	18		42			100	67	52
AMI												
ASN	70	58		77	18		85	75				
BLK	23	34	33	15	17	21	30	48		97	50	
HSP	37	33	33	33	33	42	58	74		100	67	59
MUL	41	35		25	18		42	75		100	86	
PAC												
WHT	43	46	47	29	27	32	52	71		98	70	
FRL	24	34	34	18	17	22	33	50		97	56	56

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	36%	48%	-12%	50%	-14%
09	2023 - Spring	34%	46%	-12%	48%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	27%	53%	-26%	50%	-23%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	46%	-25%	48%	-27%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	59%	-13%	63%	-17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	59%	-17%	63%	-21%

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.

Math proficiency showed the lowest performance at 22% of students meeting proficiency. Last year, 28% of students met proficiency in math. Factors contributing to math scores are change over in administration and teachers. BCHS is demonstrating an up and down trend in math proficiency scores with the last four years showing 18-19, 32%; 20-21, 23%; 21-22, 28% and 22-23, 22%.

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

Social Studies achievement showed the greatest decline with a 15-point drop in proficiency scores. Factors contributing to this decline was instability in the classroom. BCHS has three instructional staff members would teacher US History courses. We filled one of the three positions late in the summer. The person hired then quite three days into the school year and a long-term substitute teacher lead instruction for most of the fall semester until a replacement was found.

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.

The largest gap when compared to the state average was mathematics. Factors contributing to math scores are change over in administration and teachers. BCHS is demonstrating an up and down trend in math proficiency scores with the last four years showing 18-19, 32%; 20-21, 23%; 21-22, 28% and 22-23, 22%.

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

Graduation rates increased as a result of efforts put for by the administrative, counseling and MTSS teams. Efforts included consistent monitoring and follow-up actions to supports provided to students, which continued into the summer to assist those who did not make it to graduation. Our current running graduation rate for the 22-23 school year is 90%.

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

Math is a content area concern regarding the lack of students meeting proficiency, and another area of concern which could impact student achievement scores is attendance.

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

Math
Graduation
Acceleration
Social Studies
ELA

Area of Focus

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

#1. Instructional Practice specifically relating to Social Studies**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.

Our current level of performance is 42% as evidenced on the 2022-2023 FSA US History assessment. We expect our performance level to be a 58% by the end of the 2023-2024 school year. The problem/gap is occurring because a large percentage of students begin the US History course behind grade level in reading comprehension.

Measurable Outcome:

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

The percentage of students scoring as proficient will increase from 42% in 2022-2023 to 58% in 2023-2024 school year as measure by the FSA US History EOC.

Monitoring:

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

The principal will monitor all functions and involvement of the assistant principal leading work in the social studies courses. The assistant principal will engage teachers in a monthly PLC that involves the review of data of student work, formative and cycle assessments, lesson planning to use and align with district resources. Progress monitoring data from cycle assessments will be review and analyzed to determine next steps and plans for remediation and reteaching.

Person responsible for monitoring outcome:

Danielle Spurgeon (spurgeond@pcsb.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.)

Teachers utilize instructional practices that support writing, inquiry, collaboration, organization and reading (WICOR) to raise achievement levels and close the achievement gap in social studies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our US History EOC results, cycle data, and input from our social studies department.

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.

Throughout the school year, administrator's complete classroom walkthroughs and observations to monitor and support the implementation of district instructional pacing guides and benchmarks.

Person Responsible: Danielle Spurgeon (spurgeond@pcsb.org)

By When:

Planned PLCs with purpose: each PLC will have a focus and purpose to engage teachers in meaningful discussions about daily lessons, student progress, learning targets, and monitoring for student growth.

Person Responsible: Danielle Spurgeon (spurgeond@pcsb.org)

By When:

Teachers will include WICOR strategies into daily lesson plans that support students at all levels.

Person Responsible: Danielle Spurgeon (spurgeond@pcsb.org)

By When:

Teachers receive professional development around the inclusion of WICOR strategies with established feedback model to allow for practical use, implementation and feedback of learned skills.

Person Responsible: Danielle Spurgeon (spurgeond@pcsb.org)

By When:

Teachers are engaging in content chats (turning data/standards into content students' needs to understand)

Person Responsible: Danielle Spurgeon (spurgeond@pcsb.org)

By When:

Administrator organizes strategy walks and demonstrations days for social studies teachers to view and reflect on the effective implementation of WICOR instructional practices.

Person Responsible: Danielle Spurgeon (spurgeond@pcsb.org)

By When:

Social Studies Instructional Staff Developer/Coach to work cohesively with teachers in PLC's by facilitating professional development, modeling best instructional practices, using data to identify learning gaps, planning standards-based lessons, and providing teachers with feedback to improve the quality of instruction.

Person Responsible: Danielle Spurgeon (spurgeond@pcsb.org)

By When:

The social studies department will incorporate common assessments in World History content area at BCHS to establish strengths and weaknesses of student testing.

Person Responsible: Danielle Spurgeon (spurgeond@pcsb.org)

By When:

#2. Instructional Practice specifically relating to ELA**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.

Our current level of performance is 34% proficiency as evidenced on the 2022-2023 FAST ELA 9th and 10th grades assessments. We expect our performance level to be 46% by the end of the 2023-2024 school year. The problem/gap is occurring because of the high level of students who are scoring below the proficiency level on the FAST ELA assessment. More specifically, thirty-five percent of students are scoring below the standard in the Reading Across Genres and Vocabulary category, which contains the highest percentage of question types of all three reporting categories.

If ELA and Reading teachers:

- implemented a sustainable student-driven data tracking process that builds a sense of competence, achievement, and self-ownership of performance data AND
- utilized teaching tools that help students construct meaning and understanding of various genres and academic vocabulary

Then student self-confidence would increase, and they would improve in their ability to comprehend complex text and complex questions independently. As a result, the problem would be reduced, and student performance would increase by 11% points.

Measurable Outcome:

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

The percentage of grade 9 and grade 10 students scoring at proficient will increase from 34% in 2023 to 46% in the 23-24 school year as measured by the FAST ELA assessments.

Monitoring:

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

The principal will monitor the functions and involvement of the assistant principal leading work in English and Reading PLC's. Monitoring will occur in ELA through FAST, ThinkCERCA, & Pre-AP Learning Check-points. Monitoring will occur in Reading via Lexia Power Up, Applerouth, Albert IO, and Performance Matters. Additionally, administrators will participate in classroom walkthroughs and provide teachers with actionable feedback. All these data points will be routinely analyzed to determine instructional next steps and plans for remediation.

Person responsible for monitoring outcome:

[no one identified]

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.)

Strengthen staff ability to successfully implement data tracking systems for students.

Strengthen staff ability to leverage tools such as graphic organizers, anchor charts, and Critical Reading protocols that support comprehension of complex text.

Strengthen staff readiness to plan around the use of common text while following district instructional pacing guide with fidelity.

Strengthen staff readiness to engage in the calibration of student work samples to improve task and target alignment and reading/writing scoring consistencies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If ELA and Reading teachers implemented a sustainable student-driven data tracking process that builds a sense of competence, achievement, and self-ownership of performance data and utilized teaching tools that help students construct meaning and understanding of various genres and academic vocabulary, then student self-confidence would increase, and they would improve in their ability to comprehend complex text and complex questions independently.

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.

1. Throughout the school year, administrator's complete classroom walkthroughs and observations to monitor and support the implementation of district instructional pacing guides, use of BEST Text and ensure the Pre-AP Framework are connected tasks in ELA and Reading.
2. ELA and Reading teachers will collaborate to develop and implement a student data tracking process to closely monitor student performance on BEST benchmarks.
3. ELA and Reading teachers will receive differentiated professional development around B.E.S.T. benchmarks, the Critical Reading Process and AVID WICOR strategies to increase the fidelity and routine use of such strategies in all ELA and Reading classes.
4. Teachers will design learning activities that are aligned to BEST Benchmarks and utilize Monitoring for Learning strategies to provide real-time feedback to students on their current level of performance and where they should be headed.

Person Responsible: Angela Lewis (lewisang@pcsb.org)

By When: May 2024

5. ELA and Reading teachers will daily engage students in various in the spot Collaborative Learning Structures to enhance the learning experience and to further engage and deepened their knowledge of the complex task and/or activities.
6. ELA and Reading teachers will attend PLCs and Common Planning at least twice per month to analyze overall student performance data and student work samples to inform and differentiate instruction, with an increased focus on the performance of ESE students.
7. All reading classes will follow the district Reading Classroom Model, which utilizes small group stations and the use of daily/weekly small group instruction with fidelity (teacher-led area) to provide opportunities for flexible and differentiated learning.
8. ELA and Reading classrooms will consistently implement the use of program tools (Lexia, Appleroth, ThinkCERCA, Albert IO, Pre-AP Learning Checkpoints) to monitor learning and plan adjustments in instruction.

Person Responsible: Angela Lewis (lewisang@pcsb.org)

By When: May 2024

9. ELA and Reading teachers will continue utilizing 12th grade student classroom teaching assistants for all English 1 and 2 classes in order to serve as a mentor and as a scaffold to engage all students in rigorous tasks.
10. ELA Instructional Staff Developer to work cohesively with teachers in PLC's by facilitating professional development, modeling best instructional practices, using data to identify learning gaps, planning standards-based lessons, and providing teachers with feedback to improve the quality of instruction.

11. Use grade level specific research projects in English I-IV courses to develop students research and writing skills.

Person Responsible: Angela Lewis (lewisang@pcsb.org)

By When: May 2024

#3. Instructional Practice specifically relating to Math**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.

Our current level of performance is 22% proficiency as evidenced on the 2022-2023 FAST Algebra 1 EOC and Geometry EOC. We expect our performance level to be 41% by the end of the 2023-2024 school year. The problem/gap is occurring because of the high level of students who are scoring below the proficiency level on the FAST Algebra & Geometry assessment. More specifically, only nine percent of our 10th grade students are scoring proficient on the Algebra 1 EOC. If Algebra and Geometry teachers implemented a student-centered classroom that develops collaborative structures with math accountable talk and utilized teaching manipulatives that help students build a conceptual understanding and utilize district common assessments to track data and build in spiral review throughout; then students will build more confidence in their ability to comprehend complex tasks that have not been explicitly taught then this will help to alleviate the problem and allow for the 21-percentage point gain in student achievement.

Measurable Outcome:

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

The percentage of Algebra and Geometry students scoring at proficient will increase from 22% in 2023 to 41% in the 23-24 school year as measured by the FAST Algebra & Geometry EOC assessments.

Monitoring:

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

The principal will monitor the functions and involvement of the assistant principal leading work in Algebra 1 and Geometry. The assistant principal will engage teachers in monthly PLC's focusing on the review of data(Common Assessments/Cycle data), lesson planning, the Pre-AP Framework, IXL/Imagine Math, the alignment to the district/state resources and analyzing student work samples. Teachers will also be attending quarterly PLC's with district staff developers based on content areas. Progress monitoring data from unit/quarterly assessments and Pre-AP Learning Checkpoints will be reviewed and analyzed to determine next steps and guide plans for remediation plans and teaching opportunities. Additionally, Administration will participate in classroom walkthroughs and provide teachers with actionable feedback and if necessary specific professional development opportunities.

Person responsible for monitoring outcome:

Shawn Sager (sagers@pcsb.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.)

Strengthen staff ability to successfully implement the gradual release model (I do, We do, You Do)
Strengthen staff ability to utilize tools such as manipulatives to connect prior knowledge
Strengthen staff ability to plan effectively, find task that are properly aligned and understand the B1G M and corresponding resources
Strengthen staff ability to utilize appropriate tools and materials such as EOC Reference Sheets and approved calculators..

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If Algebra and Geometry teachers implement a student-centered classroom that allows for collaboratives structures and math accountable talk to occur, student understanding and mastery of the benchmarks will increase. Students will be able to construct meaning and understanding of material allowing students to ability to address complex task not explicitly taught independently.

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.

Throughout the school year, administrator's complete classroom walkthroughs and observations to monitor and support the implementation of district instructional pacing guides, use of BEST aligned task and ensure the Pre-AP Framework are connected tasks in Algebra and Geometry.

2. Algebra and Geometry teachers will collaborate to develop and implement a student data tracking process to closely monitor student performance on BEST benchmarks to offer support for student achievement and individualized goal setting.

3. Algebra and Geometry teachers will receive differentiated professional development around the B.E.S.T. benchmarks, Target/Task alignment, MTR's and AVID WICOR strategies to increase the fidelity and use of these strategies in all math classrooms.

4. Algebra and Geometry teachers will use Collaborative Learning Structures in tandem with the MTR's to enhance the learning experience and to further engage and deepened their knowledge of the complex task and/or activities.

Person Responsible: Shawn Sager (sagers@pcsb.org)

By When: May 2024

Teachers will design learning tasks that are aligned to BEST Benchmarks and utilize Monitoring for Learning strategies to provide real-time feedback to students on their current level of performance and where they should be headed.

6. Algebra and Geometry teachers will attend PLCs and Common Planning at least twice per month to analyze overall student performance data and student work samples to inform and differentiate instruction, with an increased focus on the performance of ESE students.

7. Algebra and Geometry classrooms will consistently implement the use of program tools (IXL, Imagine Math, Albert IO, Pre-AP Learning Checkpoints) to monitor learning and plan adjustments in instruction

8. Math Instructional Staff Developer to work cohesively with teachers in PLC's by facilitating professional development, modeling best instructional practices, using data to identify learning gaps, planning standards-based lessons, and providing teachers with feedback to improve the quality of instruction.

Person Responsible: Shawn Sager (sagers@pcsb.org)

By When: May 2024

#4. Instructional Practice specifically relating to Science**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.

Our current level of performance is 47% as evidenced on the 2022-2023 Biology EOC assessment. We expect our performance level to be 57% by the end of the 2023-2024 school year. The problem/gap is occurring because a large percentage of students begin the biology course behind grade level.

Measurable Outcome:

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

The percentage of students meeting proficiency will increase from 47% to 57%, as measured by the 2023-2024 Biology EOC.

Monitoring:

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

The principal will monitor the functions and involvement of the assistant principal leading work in Biology. The assistant principal and science coach will engage teachers in bi-weekly PLC's that involves the review of data, lesson planning, the Pre-AP Framework, alignment to district resources and student work. Progress monitoring data from quarterly cycle assessments.

Person responsible for monitoring outcome:

Lamar Washington (washingtonla@pcsb.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.)

Teachers utilize instructional practices that support writing, inquiry, collaboration, organization, and reading (WICOR) to raise achievement levels and close the achievement gap in science in addition to the use of common formative assessments and Performance Matters cycle assessment to determine reteaching needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA Biology EOC results, cycle data, and input from our Science department.

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.

1. Closer to the Biology EOC, students will be grouped accordingly to demonstrate mastery over the appropriate standards.
2. Fishbowl lessons will be set up across the department in order for teachers to demonstrate mastery in AVID strategies that implement science.

3. Teachers intentionally plan in Professional Learning Community (PLC) groups and facilitated planning for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies. In addition to WICOR strategy, the administrator will lead teachers in analysis of student performance data on common and cycle assessments to determine reteaching needs.

Person Responsible: Lamar Washington (washingtonla@pcsb.org)

By When: May 2024

5. Administrators help organize strategy walks or demonstration days for science teachers to view and reflect on the effective implementation of AVID WICOR strategies.

6. Teachers and administrators receive professional development around inclusion WICOR strategies that include movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners

7. Administrators frequently observe classrooms for effective use of WICOR strategies, provide constructive feedback to teachers and collaborate to determine next steps. Teacher will utilize data from common assessments and cycle assessments to determine plans for remediating benchmarks that include reteaching and reassessing students.

Person Responsible: Lamar Washington (washingtonla@pcsb.org)

By When: May 2024

#5. ESSA Subgroup specifically relating to Black/African-American**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.

Our current level of performance is 31%, as evidenced by the 2022-2023 FAST ELA grade 10 proficiency of black students. We expect our performance level to be 41% by the end of the 2023-2024 school year. The problem/gap is occurring because of the high percentage of black students who are scoring below the proficiency level on the FAST ELA when entering high school.

Measurable Outcome:

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

The percentage of grade 10 black students scoring as proficient will increase from 27% in 2022-2023 to 41% in 2023-2024 school year as measured by the Fast ELA assessment.

Monitoring:

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

The principal will monitor the functions and involvement of the assistant principal leading work in English and Reading. Monitoring will occur in ELA through FAST, ThinkCERCA, & Pre-AP Learning Check-points. Monitoring will occur in Reading via Lexia Power Up, Appleroth, and Performance Matters. Additionally, administrators will participate in classroom walkthroughs and provide teachers with actionable feedback. All these data points will be routinely analyzed to determine instructional next steps and plans for remediation.

Person responsible for monitoring outcome:

[no one identified]

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.)

Strengthen staff ability to develop lessons that are aligned to the ELA BEST standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If teachers create engaging lessons utilizing culturally relevant teaching practiced that are task and target aligned to the BEST standards and use authentic student work samples to drive teaching and learning, then teacher effectiveness will improve, and students will apply the content at a higher level of rigor and autonomy to increase proficiency by 15% as measured by FAST. These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA ELA results, cycle data, and input from our literacy department.

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.

1. Implement best instructional practices and canvas platform in addition to other digital resources used in lesson planning and design.
2. Utilize rigorous instructional tasks aligned to course standards, pacing guides, and learning scale.
3. Use equitable and restorative grading practices routinely.
4. Use whole staff and small group "20 and Out" professional development sessions to strengthen the use of equitable strategies.
5. Provide ongoing (preschool and monthly) professional development for instructional staff aligned to the BCHS Instructional Initiative (framework).
6. Provide Equity PD during preschool PD for all staff members.
7. Ensure all students are provided with remediation and credit recovery opportunities in school and after school.

Person Responsible: Angela Lewis (lewisang@pcsb.org)

By When: May 2024

#6. 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 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.

Our current level of performance is __%, as evidenced in 2022-2023 ESSA Federal Index. We expect our performance level to be at _% by the end of the 2023-2024 school year. The problem/gap is occurring because students may struggle with instructional standards in core classes.

Measurable Outcome:

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

Our ESSA Federal Index for students with disabilities will increase from __% to over __% during the 2023-2024 school year, as measured by the ESSA Federal Index.

Monitoring:

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

Continuous monitoring of cycle assessment and Pre-AP Learning Checkpoint data. Quarterly meetings with VE specialist and case managers to track progress of students on caseload.

Person responsible for monitoring outcome:

Shawn Sager (sagers@pcsb.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.)

Support students with disabilities in learning the foundational skills they need to engage in rigorous, grade-level content.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

- Provide differentiated, individualized or small-group instruction that is aligned to student's IEP goals and Specially Designed Instruction. Differentiated, individualized, or small group instruction should be aligned to Individualized Education Plan (IEPs).
- Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology.

Person Responsible: Shawn Sager (sagers@pcsb.org)

By When: May 2024

Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.

- Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.
- Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems.
- Break down complex instructions and skills for students into smaller tasks.
- Use visual supports and other prompts to support efficient transitions.
- Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly.
- Create an inclusive learning environment that celebrates students' unique talents as well as needs!

Person Responsible: Shawn Sager (sagers@pcsb.org)

By When: May 2024

- Provide differentiated, individualized or small-group instruction that is aligned to student's IEP goals and Specially Designed Instruction. Differentiated, individualized, or small group instruction should be aligned to Individualized Education Plan (IEPs).
- Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology.

Person Responsible: Shawn Sager (sagers@pcsb.org)

By When: May 2024

Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.

- Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.
- Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems.
- Break down complex instructions and skills for students into smaller tasks.
- Use visual supports and other prompts to support efficient transitions.
- Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly.
- Create an inclusive learning environment that celebrates students' unique talents as well as needs!

Person Responsible: Shawn Sager (sagers@pcsb.org)

By When: May 2024

#7. Graduation specifically relating to Graduation**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.

Our current level of performance is 88%, as evidenced in 2022-2023 FLDOE graduation rate. We expect our performance level to be 92% by the end of the 2023-2024 school year. The problem/gap is occurring because some students have literacy and mathematics skill deficits, which creates a challenge for them to meet proficiency levels on state tests required for graduation or to earn a concordant score on alternate assessments.

Measurable Outcome:

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

The percent of students meeting on-time graduation requirements will increase from 88% to 92%, as measured by the FLDOE graduation rate.

Monitoring:

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

The running graduation rate will be monitored weekly during administrative team meetings. In addition, administrators will meet with their counselors to review specific details of off-track students on a quarterly basis. All counselors and administration will meet as a whole team in December to review the details of off-track seniors and make adjustments to class schedules as needed for the second semester. A whole team meeting will occur again in May and off-track senior monitoring will continue into the summer for those who did not graduate on-time.

Person responsible for monitoring outcome:

Jennifer Gil (gilje@pcsb.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.)

Off-track students who lack the literacy and math skills needed to meet state testing requirements will be scheduled into a Critical Thinking class that will provide them with small group instruction and personalized practice using the Albert io platform for ACT/SAT test prep. This will be in addition to the Intensive Reading and traditional math class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Albert io statistics tell us that students who answer 20 questions a week at 80% accuracy will earn a concordant score on the ACT and/or SAT assessments.

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.

Calendar out cohort progress monitoring checks for counselors and administrators.

Person Responsible: Jennifer Gil (gilje@pcsb.org)

By When: August 2023

Create and share senior cohort off-track tracking sheet with notes column.

Person Responsible: Danielle Spurgeon (spurgeond@pcsb.org)

By When: July 2023

Schedule all off-track seniors needed ELA and Math requirement and/or those who have historically low scores in Critical Thinking for 1st and 2nd semesters.

Person Responsible: Jennifer Gil (gilje@pcsb.org)

By When: August 2023

Fund a counselor position to work with seniors during the summer.

Person Responsible: Jennifer Gil (gilje@pcsb.org)

By When: May 2024

#8. Graduation specifically relating to Graduation**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.

Our current level of performance is 72%, as evidenced in College and Career Acceleration Performance data from 2022-2023. We expect our performance level to be 79% by the end of the 2023-2024 school year. The problem/gap is occurring because a lack of students are earning industry certifications, passing dual enrollment courses or achieving passing scores on AP and/or AICE tests.

Measurable Outcome:

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

The percent of 12th grade students graduating with a college or career readiness measure will increase from 62% to 79%, as measured by the Florida Department of Education by the end of the 2023-2024 school year.

Monitoring:

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

We will continue to monitor the district's cohort acceleration report to ensure that students are who meet qualifications are scheduled into an advanced course offering college credit opportunities or a CTE course that offers students an opportunity to earn an industry certification.

In addition, BCHS will continue to implement the BCHS AP Class withdrawal from the provide us with a process to follow before a student is taken out of an AP class.

During times of course registration: Focus reports will be pulled to monitor which students have/have not created needed SPC/USF IDs, AVID rigor reports will help us monitor the number of students meeting the rigor requirements for each grade level, and the AP Potential report will be used by counselors and teachers alike to assist with recruitment and to ensure that students are taking courses aligned to the current skillset and/or interest.

Person responsible for monitoring outcome:

Jennifer Gil (gilje@pcsb.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.)

Leverage the collaboration between your AVID site team and school counseling team to build a culture of high expectations for all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are needed to assist students by ensuring they have access (and are successful) in pathways that lead to college and career readiness. The criteria used to make this determination is our college and career readiness results from 2022-2023.

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.

Counseling department chair will attend weekly administrative team meetings, SBLT and AVID Site-Team meeting and act as a liaison to communicate important school-wide initiatives, logistics and/or expectations to her team.

Counseling department chair will meet weekly with college & career counselors to collaborate & support the college going culture on campus.

AVID Site Team will meet monthly to plan the action steps and logistics for increasing student access to rigorous courses and academic support, and to advocate for improvements to school practices related to rigorous instruction and advanced courses at each grade level.

Coordinate communication and implementation of Naviance lessons to all grade levels.

Plan and conduct fall and spring class seminars that include grade-level specific information relating to college & career readiness, course selection, scholarships, and more.

Plan, implement, and analyze schoolwide student high expectation surveys as required by the AVID CCI.

Person Responsible: Danielle Spurgeon (spurgeond@pcsb.org)

By When: On going throughout school year.

#9. Positive Culture and Environment specifically relating to Other**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.

Freshmen consistently make-up the highest number of referrals at Boca Ciega High School. The problem is occurring because freshmen are lacking self-regulatory strategies in addition to a lack of systems in place to teach them these strategies and space that allows them to practice these strategies.

Measurable Outcome:

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

The number of referrals freshmen receive will decrease from 39% to 20% by May 2024 as determined by Focus referral data.

Monitoring:

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

This area of Focus will be monitored by quarterly discipline data chats.

Person responsible for monitoring outcome:

[no one identified]

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.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

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.

1. Using Tier 1 PBIS Behavior Expectations (Pirates ARRR!) which are culturally relevant and evident in each classroom and common area throughout the school.
2. Implementing and sustaining equitable practices which meet the academic and social emotional needs of all stakeholders.
3. Using restorative practice strategies to increase the likelihood of fostering and maintaining student, staff, and stakeholder relationships.

4. Using Monday Morning Circles with incoming 9th graders to foster positive student-teacher relationships and build connectiveness and community.
5. Nurture existing relationships with community partners and mentors for the benefit of guiding students through graduation and their post-secondary plans.

Person Responsible: Angela Lewis (lewisang@pcsb.org)

By When: May 2024

6. Reviewing PBIS Behavior Expectation: (Pirates ARR) with all staff during Pre-School trainings and revisited during scheduled site-based trainings 1st and 2nd semester.
7. Introducing students to Pirates ARRR at New Student Orientation, on the first day of school through mini-lessons delivered by teachers each period of the day, again during the 2nd week of school at academy assemblies and periodically throughout the school year via the morning show and teacher delivered mini-lessons.
8. Allowing students to have a voice in our PBIS processes by establishing student groups to gather and use feedback and utilizing student surveys.
9. Implementing a plan to orient new students and staff to our PBIS systems throughout the school year.
10. Utilizing a weekly rewards system (Bogie Bucks) to recognize students who follow PBIS Behavior Expectations (Pirate ARRR).
11. Routinely recognizing teachers/staff for use of district Core Values and for demonstrating our Pirate ARRR's.

Person Responsible: Angela Lewis (lewisang@pcsb.org)

By When: May 2024

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)).

All School Improvement Plan funds and fund requests are reviewed by the School Advisory Council members. The SAC meets on the 2nd Monday of the month except in January and March. The amount of SIP funds is embedded in the agenda along with the dollar amount of any request. Teachers submit request forms to the principal who then shares the rationale at meetings. Members present vote to whether to approve request or ask for additional information.

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.

The SIP one pager is disseminated to teachers during pre-school activities and revisited throughout the school year during whole staff meetings. Parents and community members are invited to join the School Advisory Council or SAC, school SIP funds and Title 1 funds and information are routinely shared at SAC meetings. The Fundamental parent meeting is an additional opportunity for parents to learn about school funding and expenditures. In January, the principal creates a "State of the School Address", this presentation is once again shared with staff, student leader groups at parent meetings and occasionally at the City of Gulfport meeting when invited.

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))

School discretionary and Title 1 funds were utilized to pay key instructional staff members to work this summer in family outreach. The team reviewed incoming students' data, invited families on a one-on-one basis and/or in small groups out to the school for a personalized orientation, conducted home visits if necessary and organized a Freshmen Family Cookout. In addition, we have planned family engagement opportunities throughout the school year that include, New Student Orientation, Open House, FASFA Nights, Freshmen Registration Nights, Parent Panel and Dads on Duty.

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)

BCHS provides students with multiple opportunities for student to enrich their learning that includes after school tutoring 3 days a week that is staffed by certified core content teachers including Spanish, after school credit recovery, Scholarship Saturdays, AP test prep Saturdays and several online learning platforms that students can access from home for enrichment.

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))

The Title 1 Family and Engagement Plan is developed with the input of all stakeholders collected throughout the school year through surveys and or meeting discussions/votes. Student achievement data are utilized alongside a school-based needs assessment are utilized in the creation of the plan as well.