

Pinellas County Schools

BOCA CIEGA HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jennifer Gil

Position Title

Principal

Job Duties and Responsibilities

Oversees the overall operations of the school.

Leadership Team Member #2

Employee's Name

Danielle Spurgeon

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

Oversees all functions involving curriculum, master scheduling, social studies content and the Center for Wellness and Medical Professions.

Leadership Team Member #3

Employee's Name

Shawn Sager

Position Title

Assistant Principal of Facilities

Job Duties and Responsibilities

Oversees school operations and safety, math content, the ESE department and 11th and 12th grade students in the Academy of Creators, Scholars, and Leaders (CSL).

Leadership Team Member #4

Employee's Name

Lamar Washington

Position Title

Assistant Principal of Athletics

Job Duties and Responsibilities

Oversees all school activities, the athletic programs, science content, AVID and the Fundamental Program.

Leadership Team Member #5

Employee's Name

Amanda Soto

Position Title

Assistant Principal of Culture & Climate

Job Duties and Responsibilities

Oversees implementation of PBIS, Restorative Practices, disciplinary practices and ELA content.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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/AVID Site-Team (meetings are open to all staff), student leaders, the School Advisory Council (SAC), Pirates Athletic Hall of Fame Board (alumni) and with various special teams when needed. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The School Improvement Plan goals are discussed weekly at administrative team meetings and reviewed monthly at content PLCs and/or department meetings. Progress towards meeting SIP goals is analyzed after each progress monitoring cycle assessment and adjustments to action steps are made if necessary. In January, a mid-year evaluation is conducted to determine if further adjustments to actions steps are required. Effectiveness of changes and/or previous actions steps are evaluated by student performance on common assessments or continued progress monitoring cycle assessments.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	72.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	74	98	104	134	410
One or more suspensions	52	30	28	22	132
Course failure in English Language Arts (ELA)	37	48	31	7	123
Course failure in Math	10	32	51	14	107
Level 1 on statewide ELA assessment	63	73	85		221
Level 1 on statewide Algebra assessment	41	13	86	145	285

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	60	78	111	122	371

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	26	26
Students retained two or more times	8	6	4	10	28

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	41			34	47	50	38	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	49						44		
ELA Learning Gains Lowest 25%	46						32		
Math Achievement *	26			17	36	38	28	38	38
Math Learning Gains	36						44		
Math Learning Gains Lowest 25%	52						42		
Science Achievement *	58			47	61	64	49	42	40
Social Studies Achievement *	51			42	63	66	57	47	48
Graduation Rate	91			89	92	89	96	61	61
Middle School Acceleration								45	44
College and Career Readiness	67			80	69	65	69	70	67
ELP Progress	44			36	47	45	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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	556
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
51%	51%	50%	45%		49%	51%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	43%	No		
English Language Learners	44%	No		
Asian Students	80%	No		
Black/African American Students	47%	No		
Hispanic Students	58%	No		
Multiracial Students	57%	No		
White Students	54%	No		
Economically Disadvantaged Students	49%	No		

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%
Students With Disabilities	34%	Yes	4	
English Language Learners	36%	Yes	1	
Asian Students	83%	No		
Black/African American Students	45%	No		
Hispanic Students	53%	No		
Multiracial Students	52%	No		
White Students	62%	No		
Economically Disadvantaged Students	46%	No		

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%
Students With Disabilities	39%	Yes	3	
English Language Learners	42%	No		
Native American Students				
Asian Students	80%	No		
Black/African American Students	42%	No		
Hispanic Students	58%	No		
Multiracial Students	51%	No		
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	46%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	41%		49%	46%	26%	36%	52%	58%	51%		91%	67%	44%
Students With Disabilities	14%		38%	33%	20%	51%	70%	45%	30%		92%	36%	
English Language Learners	18%		42%		9%			60%	40%		83%	60%	39%
Asian Students	64%		73%						94%		94%	73%	
Black/African American Students	32%		47%	50%	18%	35%	55%	45%	31%		93%	63%	
Hispanic Students	54%		53%		37%	39%		76%	75%		90%	60%	38%
Multiracial Students	48%		41%		36%	32%		75%	45%		100%	75%	
White Students	52%		53%	19%	35%	38%	40%	69%	73%		87%	77%	
Economically Disadvantaged Students	35%		48%	46%	23%	31%	52%	52%	44%		89%	60%	55%
06/2024													

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	36%
Students With Disabilities	6%				8%			18%	15%		93%	61%	
English Language Learners	31%				8%				14%		80%		45%
Asian Students	64%								85%		100%	83%	
Black/African American Students	21%				10%			38%	32%		92%	78%	
Hispanic Students	46%				21%			64%	44%		76%	73%	46%
Multiracial Students	38%				22%			47%	43%		83%	80%	
White Students	52%				33%			63%	53%		87%	82%	
Economically Disadvantaged Students	27%				15%			42%	33%		86%	75%	44%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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 PROGRE
All Students	38%		44%	32%	28%	44%	42%	49%	57%		96%	69%	52%
Students With Disabilities	11%		30%	23%	13%	48%	70%	18%	33%		89%	55%	
English Language Learners	27%		43%	30%	31%	50%		50%	50%				52%
Native American Students													
Asian Students	71%		53%		75%	73%		90%	86%		100%	95%	
Black/African American Students	26%		37%	25%	15%	36%	38%	29%	47%		98%	64%	
Hispanic Students	49%		48%	36%	35%	39%		69%	66%		94%	73%	69%
Multiracial Students	37%		41%		12%	30%		60%	45%		92%	92%	
Pacific Islander Students													
White Students	48%		51%	50%	42%	53%	58%	64%	71%		93%	69%	
Economically Disadvantaged Students	31%		39%	29%	23%	43%	42%	40%	47%		97%	69%	50%

E. 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Biology achievement data improved the most from 47% meeting proficiency in 2022-2023 to 59% meeting proficiency in 2023-2024. However, when you look at 3-year trend data, you see a steady increase in gain for the L25 subgroup in ELA. The PLC group for both areas are highly functioning. There is a consistent practice of reviewing and analyzing student data by benchmark, student work and instructional practices.

Lowest Performance

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

The lowest performance area for BCHS is acceleration, or the rate at which students are earning college credit and/or an industry certification. Down 4 points from last year, but also down 16 points over three years. A contributing factor to the low performance could be high turnover with school counselors, as counselors are work with students during course registration to guide them in selecting courses for the following year.

Greatest Decline

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

Our lowest performance is also our greatest decline, which is described in the previous answer. However, our second lowest performance is in math. Although math learning gains went up 4 points from last year, it has declined by 11 points over a 3-year trend. In addition, if you look specifically at Algebra proficiency scores, only 13% of students scored at proficiency. Major factors contributing to this decline is a resistance to utilize district provided resources along with maternity leave and turnover (ESE support).

Greatest Gap

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 great performance gas exists in Algebra 1 proficiency scores. There is a gap of 37 points

between the state and BCHS and 40 points between the district, 53% and BCHS, 13%. As mentioned above a major factor contributing to this decline is/was the resistance to utilizing district provided resources. Algebra 1 teachers have come to realize that they must begin to utilize these resources (Aleks) as they provide standards based, rigorous practice and timely feedback that can be used to inform instruction.

EWS Areas of Concern

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

1. Overall number of students missing more than 10% of school.
2. Freshmen receiving one or more suspension days.
3. Math core course failures for 11th grade.
4. ELA core course failures for 10th grade.
5. Reduce the number of 10th grade students scoring a level 1 on the ELA assessment.

Highest Priorities

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

1. Math proficiency scores.
2. US History proficiency scores.
3. Graduation rate.
4. Acceleration rate.
5. 10th grade proficiency scores.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 52% as evidenced on the 2023-2024 FSA US History assessment. We expect our performance level to be a 60% by the end of the 2024-2025 school year. The problem/gap is occurring because a large percentage of students begin the US History course behind grade level in reading comprehension.

If U.S. History teachers:

- plan with a purpose utilizing district and state provided benchmarks for bell-to-bell instruction AND
- implement complex collaborative structures (including Socratic seminars) AND
- implement the critical reading process AND
- utilize gradual release while teaching test taking strategies AND
- monitor for learning with feedback.

Then student achievement will increase due to student self-confidence in test taking, an increase in student reading comprehension, and through the consistent use of collaborative structures during class for a deeper understanding of content.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students scoring as proficient will increase from 52% in 2023-2024 to 60% in 2024-2025 school year as measure by the FSA US History EOC.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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 bi-weekly 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 reviewed and analyzed to determine next steps and plans for remediation and reteaching.

Person responsible for monitoring outcome

Jennifer Gil, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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. Teachers will successfully utilize the gradual release (I do, We do, You do) model to increase performance in social studies and on all tests.

Rationale:

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:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

ACTION STEPS: • Throughout the school year, administrator's complete classroom walkthroughs and observations to monitor and support the implementation of district instructional pacing guides and benchmarks. • Planned PLCs with purpose: each PLC will have a focus and purpose to engage teachers in meaningful discussions about daily lessons, reteaching plans, student progress, learning targets, and monitoring for student growth. • Teachers will include WICOR, gradual release, the critical reading process and testing strategies into daily lesson plans that support students at all levels. • 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. • Teachers are engaging in content chats (turning data/standards into content students' needs to understand) • Administrator organizes strategy walks and demonstrations days for social studies teachers to view and reflect on the effective implementation of WICOR instructional practices. • Social Studies Instructional Staff Developer to work cohesively with teachers in PLC's by facilitating professional development, in the classroom by modeling best instructional practices that align to the

goals, using data to identify learning gaps, planning standards-based lessons, and providing teachers with feedback to improve the quality of instruction. • The social studies department will incorporate common assessments in World History content area at BCHS to establish strengths and weaknesses of student testing.

Person Monitoring:

Danielle Spurgeon, Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mrs. Spurgeon will utilize district provided common assessments and progress monitoring assessments to monitor the impact of these action steps.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 26% proficiency as evidenced on the 2023-2024 FAST Algebra 1 EOC and Geometry EOC. We expect our performance level to be 40% by the end of the 2024-2025 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, our Algebra 1 students only had a proficiency rate of 13% on the Algebra 1 EOC.

If Algebra and Geometry teachers:

- implemented collaborative study groups in their classroom that deepen the student's comprehension of the topics while utilizing math accountable talk AND
 - utilized district resources (McGraw Hill(physical books or online version) and the Alec platforms) to help students build upon their areas of deficient while reinforcing the new content through the digital platform AND
 - Use district assessments to track student data and use this information to have discussions with the students regarding their performance data AND
 - Continually incorporate higher order questions to foster productive struggle within the classroom.
- By creating an environment fosters collaborative study groups, it will assist student perseverance on higher order questions, and they would improve in their ability to work through complex task that have not been explicitly taught. By incorporating the above strategies, it will allow students the opportunity to enhance their self-advocacy and create an environment that will allow for the 10%+ gain in student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of Algebra and Geometry students scoring at proficient will increase from 26% in 2024 to 40% in the 24-25 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

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 bi-weekly PLC's (one focused on Algebra 1 and one focused on Geometry) with an emphasis on reviewing and analyzing the data from district common Assessments and /or Cycle data, lesson planning utilizing the Sailing for 90 minute protocol (emphasizing on the Wrap Up activities), the alignment/usage to the district/state resources to analyzing student work samples. Teachers will be expected to attending quarterly PLC's with district staff developers based on content areas as well as onsite trainings regarding school-based initiatives.

Progress monitoring data from Alex lessons, each unit assessment and the cycle assessments will be reviewed. An in-depth analysis will be conducted by teacher/course to determine next steps and guide plans for remediation plans and teaching opportunities beginning after the first unit assessment. Spiral review will be an expectation weekly (in class or via Alec software or IXL remediation).

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

Jennifer Gil, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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 BIG M and corresponding resources
Strengthen staff ability to utilize appropriate tools and materials such as EOC Reference Sheets and approved calculators

Rationale:

If Algebra and Geometry teachers implement collaborative study group weekly into their classrooms this will enhance collaboratives structures and math accountable talk. In doing so this will directly impact student understanding and mastery of the benchmarks resulting in an increase in competency/retention. Students will be able to decipher the meaning of the content allowing students to expand upon the materials to address complex task not explicitly taught independently.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

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 aligned task and ensure the district resources are being utilized in the Algebra and Geometry classrooms to fidelity. 2. Algebra and Geometry teachers will collaborate to develop and implement a student data tracking process to closely monitor student performance on all BEST benchmarks to offer support for student achievement and individualized goal setting through targeted remediation. 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 Study Groups in conjunction with the MTR's to enhance the learning experience. Through the use of CSG's this will further engage and deepened their comprehension of the complex task and/or math accountable talk. 5. 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 bi-weekly PLCs through Common Planning to analyze overall student performance data and student work samples. Based on the data this will then inform and differentiate instruction through targeted spiral review/remediation, with an increased focus on the performance of our L25 and ESE students. 7. Algebra and Geometry classrooms will consistently implement the use of program tools (Alec-primarily to reteach and assess, IXL for basic remediation skills, EOC practice assessments) to monitor learning and plan adjustments in instruction on an ongoing basis. 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 rigorous standards-based lessons, and providing teachers with feedback to improve the quality of instruction.

Person Monitoring:

Shawn Sager, Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mr. Sager will utilize district provided common assessments and progress monitoring assessments to monitor the impact of these action steps.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 56% as evidenced on the 2023-2024 Biology EOC assessment. We expect our performance level to be 66% by the end of the 2024-2025 school year.

Biology exceeded the SIP goal for the 23-24 school year, however if consistent routines and high expectations are held in every classroom, along with fidelity following the pacing guide, closing monitoring assessment data, and utilizing performance checks, then the SIP goal will increase by 10% for the 24-25 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students meeting proficiency will increase from 56% to 66%, as measured by the 2024-2025 Biology EOC.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The principal will monitor the functions and involvement of the assistant principal leading work in Biology. The assistant principal will engage teachers in monthly 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 cycle assessments.

Person responsible for monitoring outcome

Jennifer Gil, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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 formative assessments, checks for understanding, and Performance Matters cycle assessment to determine reteaching needs

Rationale:

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:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

1. Closer to the Biology EOC, students will be grouped accordingly to demonstrate mastery over the appropriate standards. 2. 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. 3. Teachers include WICOR strategies into daily lesson plans that support students at all levels 4. Mr. Washington will organize strategy walks or demonstration days for science teachers to view and reflect on the effective implementation of AVID WICOR strategies. 5. 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 6. 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 cycle assessments to determine plans for remediating benchmarks that include reteaching and reassessing students.

Person Monitoring:

Lamar Washington

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mr. Washington will utilize district provided common assessments and progress monitoring assessments to monitor the impact of these action steps.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 43% proficiency as evidenced on the 2024-2025 FAST ELA 9th and 10th grades assessments. We expect our performance level to be 53% by the end of the 2024-2025 school year. Based on the 2024 PM 3 data, 30% of students scored below the standard in the reporting category Reading Across Genres and Vocabulary, specifically in applying knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

The problem/gap is occurring because teachers are lacking consistency in content knowledge and instructional practice. Classroom instruction is not meeting the depth of the standard and more opportunities are needed to closely monitor learning and provide students with real-time feedback. As a result, there is a high level of students who are scoring below the proficiency level on the FAST ELA assessment. Moreover, there is a significant achievement gap between black and non-black students.

If ELA and Reading teachers

- continued to deepen their knowledge of grade-level standards via ongoing professional development,
- implement and use district resources (pacing guide, BEST Text, graphic organizers, etc.) with fidelity to help students attain the full depth of the standard, and
- intentionally plan monitoring for learning techniques that include the use of collaborative structures,

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 10% points.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of grade 9 and grade 10 students scoring at proficient will increase from 43% in 2024 to 53% in the 24-25 school year as measured by the FAST ELA assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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 PM and FAST test prep check points using district provided data monitoring tools. Monitoring will occur in Reading via Lexia

Power Up, Applerouth, & Albert IO. 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

Jennifer Gil, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Strengthen staff ability to successfully implement learning from Professional Development sessions. 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 ability to intentionally plan formative assessments to monitor learning and provide students with feedback during class time.

Rationale:

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:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

1. Throughout the school year, administrator's complete classroom walkthroughs and observations to monitor and support the implementation of district instructional pacing guides and ELA Classroom Essentials-the look-fors (Anchor Charts, Graphic organizers, the Reading Protocol, BEST Text, Benchmark trackers) that supports Bell to Bell instruction. 2. ELA and Reading teachers will collaborate to develop and implement a standards-based data tracking process to closely monitor student performance on BEST benchmarks and set goals for improvement. 3. ELA and Reading teachers will receive differentiated professional development around B.E.S.T. benchmarks, the Reading Protocol, and Anchor Charts, 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. 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 weekly to analyze specific student performance data and analyze student work samples to inform and differentiate instruction, with an increased focus on the performance of 2.2 bucket students and subgroups data. 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, Applerouth, Albert IO, Pre-AP Learning Checkpoints) to monitor learning and plan adjustments in instruction. 9. ELA Instructional Staff Developer will 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 Monitoring:

Amanda Soto, Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ms. Soto will utilize district provided common assessments and progress monitoring assessments to monitor the impact of these action steps.

Action Step #2

Data Chats

Person Monitoring:

Amanda Soto, AP, Jennifer Gil, Prinicipal

By When/Frequency:

Quarterly - 9 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data chats every 9 weeks based off of PM data, district assessment data, and school based assessments.

Action Step #3

Academic Discourse

Person Monitoring:

Amanda Soto, AP

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students engaging in academic discourse - strategies and structures from AVID PDs. Monitor via classroom walkthroughs and coaching cycles.

Action Step #4

Grade Level Benchmarks & DOK Levels

Person Monitoring:

Amanda Soto, AP

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and coaches will monitor classrooms via walkthroughs for content, process, and products to ensure students are being exposed to current grade level content as well as various DOK levels.

Action Step #5

ELA Look-Fors

Person Monitoring:
Amanda Soto, AP

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Pinellas county ELA look-for will be monitored via walk-thrus and feedback provided to teachers based on usage.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 34%, as evidenced by the 2023-2024 FAST ELA grades 9 and 10 proficiency of black students. We expect our performance level to be 53% by the end of the 2024-2025 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of grade 10 black students scoring as proficient will increase from 34% in 2023-2024 to 53% in 2024-2025 school year as measured by the FAST ELA assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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, Applerouth, 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

Jennifer Gil, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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 19% 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:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

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 "30 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 Monitoring:

Amanda Soto, Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mrs. Soto will utilize district provided common assessments and progress monitoring assessments to monitor the impact of these action steps.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 15%, as evidenced in 2023-2024 FAST ELA assessment. We expect our performance level to be at 47% by the end of the 2024-2025 school year. The problem/gap is occurring because students may struggle with instructional standards in core classes.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our ESSA Federal Index for students with disabilities will increase from 15% to over 47% during the 2024-2025 school year, as measured by the ESSA Federal Index.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Jennifer Gil, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

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. supporting students with disabilities by having ESE Teachers screen students, provide Specially Designed Instruction to address student areas of growth and IEP goals

Person Monitoring:

Shawn Sager, Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The principal will monitor the functions and involvement of assistant principals leading work in their respective content areas and instruct them on how to guide teachers to create a more inclusive environment. Additionally, administrators will participate in classroom walkthroughs and provide teachers with actionable feedback. ESE performance data will be included during progress monitoring assessment data chats.

Area of Focus #7

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 63%, as evidenced in College and Career Acceleration Performance data from 2023-2024. We expect our performance level to be 70% by the end of the 2024-2025 school year. The problem/gap is occurring because of a lack of students earning industry certifications, passing dual enrollment courses or achieving passing scores on AP and/or AICE tests.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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 63% to 70%, as measured by the Florida Department of Education by the end of the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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, Prinicipal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

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 Monitoring:

Danielle Spurgeon, Assistant Principal

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor these action steps through PLC and AVID site-team agendas, course request reports, SPC ID reports, AP potential reports and by the number of certifications being earned in CTAE courses.

Area of Focus #8

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is **88%**, as evidenced in 2023-2024 FLDOE graduation rate. We expect our performance level to be 93% by the end of the 2024-2025 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of students meeting on-time graduation requirements will increase from **88%** to 93%, as measured by the FLDOE graduation rate.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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/CLT test prep. This will be in addition to the Intensive Reading and traditional math class.

Rationale:

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. At this time, we do not have data correlating to success on the CLT, but results are showing a high rate of students earning concordant scores on the CLT.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Calendar out cohort progress monitoring checks for counselors and administrators. Fund a counselor position to work with seniors during the summer. Hold CLT Saturday test options when available.

Person Monitoring:

Jennifer Gil, Principal

By When/Frequency:

Monthly/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ms. Gil will verify that all students need to pass state assessments are placed in a Critical Thinking course. Ms. Gil will monitor the senior cohort on a monthly basis during 1st semester and on a weekly basis beginning second semester.

Action Step #2

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 Monitoring:

Danielle Spurgeon, Assistant Principal

By When/Frequency:

August and December

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mrs. Spurgeon will run reports at the start of each semester to provide a list to counselor of all seniors

needing state assessments and who need to be enrolled in a Critical Thinking course.

Area of Focus #9

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is ____, as evidenced by the 2023-2024 FAST ELA grades 9 and 10 proficiency of EL students. We expect our performance level to be ____% by the end of the 2024-2025 school year. The problem/gap is occurring because BCHS staff lack the skills and knowledge needed to effectively reach EL students.

Historically, BCHS has had an extremely low EL population. However, small the EL population did not show much of an achievement gap between their English-speaking peers. In recent years, the population of EL students has steadily increase and now there is evidence of an achievement gap between EL students and their English-speaking peers.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of EL students scoring as proficient will increase from ____% in 2023-2024 to 53% in 2024-2025 school year as measured by the FAST ELA assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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, Applerouth, 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

Jennifer Gil

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Each teacher plans and delivers lessons that meet the needs of EL students based on English language proficiency levels and length of time in U.S. schools to ensure academic success of each EL in their class.

Rationale:**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

1. Introduce staff to the WIDA Can Do descriptors. 2. Provide staff with training on how to lookup student proficiency levels in Focus. 3. Develop and implement an effective process to distribute language proficiency levels and length of time in U.S. schools information and data for each student coded LY to each teacher who works with the student.

Person Monitoring:

Lamar Washington

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will monitor the impact of these action steps by observing teachers begin to identify their EL students, understand their proficiency levels and begin to utilize WIDA Can Do descriptors to inform their instructional practice.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Historically, freshmen consistently make-up the highest number of referrals at Boca Ciega High School. The problem has occurred 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. Although we have seen slight improvements in freshmen discipline data as a result of our intentional efforts to improve, freshmen are still receiving 32% of all disciplinary referrals.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The number of referrals freshmen receive will decrease from 32% to 20% by May 2025 as determined by Focus referral data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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.

Person responsible for monitoring outcome

Jennifer Gil, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Boca Ciega High School will sustain a positive school culture and environment by; 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. Explaining PBIS Behavior Expectation:

(Pirates ARRR) with all staff during Pre-School trainings and revisiting during scheduled site-based trainings. 3. Staff ensuring their own classroom rules/expectations are fully aligned and support school-wide expectations (Pirate ARRR). 4. Explicitly teaching Tier 1 PBIS Behavior Expectations (Pirates ARRR) at New Student Orientation, on the first days of school through mini lessons delivered by teachers each period of the day, at academy assemblies and periodically throughout the school year via Booster Lessons. 5. Utilizing a weekly student rewards system (Bogie Bucks) to recognize students who follow PBIS Behavior Expectations (Pirate ARRR). 6. Routinely recognizing teachers/staff for use of district Core Values and for demonstrating the PBIS Behavior Expectations (Pirate ARRR). 7. Continued use of Minor Infraction/tracking forms to provide opportunities for misbehaviors to be addressed through classroom interventions and progressive discipline. 8. Implementing a PBIS Committee with a representation of various stakeholders, to improve outcomes regarding behavior, social, emotional, and academic growth. 9. Continuing Monday Morning Circles with incoming 9th graders to foster positive student-teacher relationships and build connectiveness and community. 10. Implementing and sustaining equitable practices which meet the academic and social emotional needs of all stakeholders. 11. Using restorative practice strategies to increase the likelihood of fostering and maintaining student, staff, and stakeholder relationships. Specifically, facilitating restorative circles with our most at-risk students. 12. Nurture existing relationships with community partners and mentors for the benefit of guiding students through graduation and their post-secondary plans. 13. Allowing students to have a voice in our PBIS processes by establishing student groups to gather and use feedback and utilizing student surveys. 14. Onboard new students and staff to our PBIS Behavior Expectations throughout the school year.

Person Monitoring:

Amanda Soto, Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The stakeholders involved in establishing and promoting this positive culture and environment will be the administrators, guidance department, student service team, instructional staff, support staff, students, families, and the community of Boca Ciega High School. In addition, BCHS will continue to evolve the existing partnerships between the high school and local universities and colleges (PTC, SPC, Stetson & USF). All stakeholders will be apart of embracing our PBIS Behavior Expectations and applying them to their current roles/settings. With this combined effort we will provide a proactive and effective behavior support for all students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The link below is to the front page of the BCHS website where a quick link to the School Improvement Plan can be located.

<https://www.pcsb.org/bocaciega-hs>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The link below leads to the Title 1 page of the BCHS website that includes the annual Family Engagement Plan, School Compact and other Title 1 related documents.

<https://www.pcsb.org/domain/7645>

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

BCHS strengthens academic curricular through ensuring that teachers receive adequate training and

support, including instructional materials and protected classroom instruction time through careful planning of school-wide extra-curriculars and campus activities. In additions, we offer students a variety of rigorous courses that include, but are not limited to honors, Pre-AP, AP, AICE and dual enrollment. BCHS emphasizes college and career readiness through the implementation of the AVID system and utilizes the AVID elective to support students in rigorous courses. The AVID system supports all Areas of Focus outlined in this SIP. In addition, we support students through the Extended Learning Program (ELP) which included after school tutoring and Saturday morning test prep sessions and/or credit recovery.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The School Improvement Plan along with most BCHS plans and/or initiatives are developed with the input of most or all stakeholders that include teachers, support staff, students, parents, community members, partnering organizations/high education institutions and/or district level personnel.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

BCHS students had access to Extended Learning Programs and Credit Recovery to enhance their skill outside of the school day. In addition, we provide that students interested in academic clubs, are able to participate in those clubs during the school-day at the end of every month. We partner with local organizations to provide a food pantry and full service clinic on campus. Students needing mental health services outside of school hours may use the See Something, Say Something Anonymous reporting app to receive immediate assistance. Pinellas County Schools also offers a variety of services for after hours. The links to those services are located on our websites.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

BCHS has a fully functional College and Career Center staff with a full-time coordinator who assist students with college/career exploration, the application process, financial aid and scholarships. Twice yearly, the College and Career Coordinator along with school counselors meet with students by class to provide grade level specific information, register course and to provide students with guidance in planning for their post-secondary choices.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

BCHS believes that the first step in addressing problem behaviors is to build relationships with students along with the implementation of a clear PBIS program. Outside of that BCHS teachers are being versed in the BCHS Level of Behavior document which explain the difference between minor and major infractions. BCHS teachers utilize the Minor Behavior Tracking form prior to sending a student out on a referral for minor behaviors. The MTSS and CST team meets weekly to review student discipline, academic and attendance data, we use this data to decide next steps that may

include, but are not limited to parent conferences, restorative circles, letters/phone calls home, home visits, incentives, FBA, etc.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

BCHS is a PD rich school. We have a comprehensive two-tiered monthly professional development plan designed to assist teachers new to BCHS and those who are veteran. The plan includes monthly 30 and Outs PD sessions or WICOR Strategy Workshops in addition to two school-wide strategy walks. Teachers are also encouraged to attend PD outside the school day and Title 1 dollars are used to compensate them for their time.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00