

Pinellas County Schools

BOCA CIEGA HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To open doors to success for our students.

Provide the school's vision statement

100% Student Success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

gilje@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Overall school operations

Leadership Team Member #2

Employee's Name

Danielle Spurgeon

spurgeond@pcsb.org

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

Director of the Center for Wellness and Medical Profession, Social Studies and principal's designee.

Leadership Team Member #3**Employee's Name**

Shawn Sager

sagers@pcsb.org

Position Title

Assistant Principal of Facilities

Job Duties and Responsibilities

Academy of Creators, Scholars and Leaders and math

Leadership Team Member #4**Employee's Name**

Lamar Washington

Washingtonla@pcsb.org

Position Title

Assistant Principal of Athletics and Activities

Job Duties and Responsibilities

The Fundamental Program and Science

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	94.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: C 2024-25: C 2023-24: C 2022-23: C 2021-22: C

D. 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 (2026-27)

Using 2025-26 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	
School Enrollment	228	266	214	238	946
Absent 10% or more school days	83	78	68	82	311
One or more suspensions	52	45	37	24	158
Course failure in English Language Arts (ELA)	2	10	18	22	52
Course failure in Math	2	23	22	15	62
Level 1 on statewide ELA assessment	48	88	47	0	183
Level 1 on statewide Algebra assessment	43	44	49	0	136

Current Year (2026-27)

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	54	83	74	49	260

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	73	89	84	57	303

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

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

A. ESSA School, District, State Comparison

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	43	64	62	50	62	59	41	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	49	59	59	53	58	58	49	57	57
ELA Lowest 25th Percentile	50	55	55	56	54	56	46	55	55
Math Achievement*	38	54	52	33	46	49	26	42	45
Math Learning Gains	40	49	45	36	45	47	36	46	47
Math Lowest 25th Percentile	48	44	44	36	43	49	52	41	49
Science Achievement	54	77	74	61	73	72	58	64	68
Social Studies Achievement*	64	77	76	51	74	75	51	70	71
Graduation Rate	94	95	94	91	94	92	91	92	90
Middle School Acceleration									
College and Career Acceleration	68	73	74	69	69	69	67	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						55%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						549
Total Components for the FPPI						10
Percent Tested						96%
Graduation Rate						94%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
55%	55%	51%	51%	50%	45%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	44%	No		
English Language Learners	59%	No		
Asian Students	73%	No		
Black/African American Students	52%	No		
Hispanic Students	60%	No		
Multiracial Students	46%	No		
White Students	63%	No		
Economically Disadvantaged Students	52%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	43%		49%	50%	39%	40%	48%	54%	64%		94%	68%	
Students With Disabilities	21%		46%	46%	34%	42%	47%	32%	36%		89%	45%	
English Language Learners	35%		48%	62%	52%	50%		56%			93%	77%	
Asian Students	64%		27%								100%	100%	
Black/African American Students	39%		49%	47%	37%	38%	48%	49%	56%		96%	60%	
Hispanic Students	48%		50%	67%	38%	35%		58%	68%		93%	79%	
Multiracial Students	14%		10%		13%				86%		83%	70%	
White Students	55%		55%	67%	45%	53%	50%	64%	68%		93%	75%	
Economically Disadvantaged Students	37%		48%	48%	35%	40%	49%	48%	56%		93%	63%	
10/2026													

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%		53%	56%	33%	36%	36%	61%	51%		91%	69%	71%
Students With Disabilities	21%		50%	56%	28%	35%	33%	35%	27%		92%	39%	
English Language Learners	33%		44%		38%	44%					94%	88%	71%
Asian Students											93%	100%	
Black/African American Students	41%		52%	64%	31%	33%	35%	54%	43%		95%	58%	
Hispanic Students	61%		57%	42%	39%	41%	30%	71%	65%		90%	83%	58%
Multiracial Students	71%		56%		31%	54%			50%		88%	73%	
White Students	58%		53%	36%	34%	38%		70%	67%		87%	75%	
Economically Disadvantaged Students	49%		54%	54%	33%	36%	33%	60%	49%		89%	61%	

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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%	39%
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%

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	38%	63%	-25%	60%	-22%
ELA	10	50%	62%	-12%	61%	-11%
Biology	9	59%	82%	-23%	87%	-28%
Biology	10	28%	49%	-21%	60%	-32%
Biology	11	30%	44%	-14%	52%	-22%
Algebra	9	40%	44%	-4%	41%	-1%
Algebra	10	25%	29%	-4%	31%	-6%
Geometry	9	57%	74%	-17%	75%	-18%
Geometry	10	36%	46%	-10%	40%	-4%
Geometry	11	15%	24%	-9%	26%	-11%
History	11	66%	72%	-6%	75%	-9%
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

The L25 subgroup making gains in math showed the most improvement with 56% of students making gains. This is a 20-point increase from the prior year. Actions that most likely impacted the change was teacher placement, assistant principal leadership, utilizing data to drive instruction, ensuring resources and instruction were tightly aligned to the benchmarks and providing small group support and interventions.

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 performing subject for the 25-26 school year was English Language Arts with a 43% proficiency score. Upon further review, grade 10 students scored 50% proficient while grade 9 students scored 38% proficient, and despite 49% of students making gains, those gains are down 4 points from the 24-25 school year. 51% of the L25 subgroup made gains, but that is also down 5 points from the previous school year. Contributing factors to the low performance are related to the inability to effectively utilize data to drive instruction and small groups, tightly aligning resources and instruction to the benchmarks with appropriate scaffolding, and a lack of classroom management.

Greatest Decline

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

The ELA 9th grade cohort had the greatest decline, dropping 15 points and only 38% of students scoring proficient. Contributing factors include the factors the inability to effectively utilize data to drive instruction and small groups, tightly aligning resources and instruction to the benchmarks with appropriate scaffolding, and a lack of classroom management.

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.

Grade 9 ELA proficiency scores showed the greatest gap between school and state data; 38% of

grade 9 students at BCHS scored proficient compared to 60% at the state level. Contributing factors include the inability to effectively utilize data to drive instruction and small groups, tightly aligning resources and instruction to the benchmarks with appropriate scaffolding, and a lack of classroom management.

EWS Areas of Concern

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

Grade 9 students with more than one suspension.

Highest Priorities

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

Overall ELA proficiency

Overall ELA gains

Overall ELA L25 gains

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 ELA

Area of Focus Description and Rationale

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.

Our current level of performance is 43% proficiency as evidenced on the 2025-2026 FAST ELA 9th and 10th grades assessments. We expect our performance level to be 60% by the end of the 2026-2027 school year. **Based on the 2026 PM 3 data, the weakest area(s) for grade 9 students are**

Reading Across Genres & Vocabulary & Reading Informational Text, while the weakest areas for grade 10 students are Reading Informational Text.

The problem/gap is occurring because teachers are not effectively utilize data to drive instruction and small groups, tightly aligning resources and instruction to the benchmarks with appropriate scaffolding, and a lack of classroom management. 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, 7 points for grade 10 ELA students and 2 points for grade 9 ELA students.

If ELA.

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
- Utilize data to Intentionally plan for small group instruction with the appropriate levels of scaffolding,

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 17% points.

Measurable Outcome

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 2026 to 60% in the 26-27 school year as measured by the FAST ELA assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The principal will monitor state progress monitoring assessment data, district common assessment data as well as authentic student work artifacts and utilize all data to guide teacher discussions, PLCs, meeting and to drive instruction.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will effectively use the Reading Comprehension Protocol & FAST Style Notes as a system to help students interact with the complex texts they will see on the state assessment. Teachers will make this a routine practice in order for the internal dialogue between student and text to reach automaticity. Teachers will also make it a routine to monitor student progress with benchmark trackers and common assessments in order to effectively differentiate and re-teach in a way that will produce growth in proficiency on the state assessments.

Rationale:

The rationale for incorporating both evidence-based interventions is so that while students are practicing the internalized thinking that occurs between student and text, the teacher will utilize individual student benchmark data to support this growth by applying the appropriate levels of scaffolding (more or less).

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Reading Comprehension Protocol (RCP) & Fast Style Notes

Person Monitoring:

Jennifer Gil

By When/Frequency:

Ongoing

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

Teachers will post an RCP anchor chart on their walls.

Teachers will explicitly teach students the RCP and explain the purpose and why of utilizing the protocol.

Teachers will utilize the district provided text resources that allow space for students to complete the RCP.

After utilizing individualized student benchmark data, the teacher will make a determination of when to transition students away from the RCP to the FAST Style Notes.

Action Step #2

Using Data to Drive Instruction

Person Monitoring:

Jennifer Gil

By When/Frequency:

Ongoing

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

1. Before the PM1 assessment, teachers will conduct a PY scores data chat with students and have students set goals for the year.

2. Before the PM1 assessment, teachers will review the nature of Computer Adaptive Testing and the Tides for Testing Strategies.

3. Before the PM1 assessment, teacher will almost daily remind students of their test day and locations.

4. After the PM1 assessment and all assessments, teachers will conduct data chats with students that includes drilling down to the benchmark level.

5. All teachers will plan to give district common assessments the day before the text and before the benchmark is taught. Teachers will then utilize this data to differentiate instruction, form small groups and apply the appropriate level of scaffolding.

6. Teachers will repeat action steps 1-4 for PM2 and PM3.

Area of Focus #2

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**

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.

Our current level of performance of 64% as evidenced on the 2025-2026 FSA US History assessment. We expect our performance level to grow to 75% by the end of the 2026-2027 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 AND
- implement the use of academic discourse 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

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 64% in 2025-2026 to 75% in 2026-2027 school year as measure by the FSA US History EOC.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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 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

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 use appropriate academic discourse to engage students in higher order thinking. Teachers will use appropriate academic discourse to engage student in higher order thinking. Teachers will increase literacy by using primary sources. Teachers will successfully utilize the gradual release (I do, We do, You do) model to increase performance in social studies and on all tests. Teachers will teach using out sailing for 47 minutes for bell-to-bell instruction with an emphasis on first 5 minutes (bellwork) and the last 5 minutes (wrap-up).

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, Fall/Winter/ Spring Challenge 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will consistently implement instructional practices that promote cognitive engagement, writing to learn, formative assessment, close reading, and academic discourse (5 essentials of effective instruction)

Person Monitoring:

Danielle Spurgeon

By When/Frequency:

weekly

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

Teachers model historical thinking and reasoning skills that students must apply critical content identified in the course curriculum guide

Teachers strategically use questioning routines to elicit students prior knowledge

Teachers integrate think-aloud techniques to address learning gaps and correct misconceptions in real time

Teachers consistently provide students with exposure to a variety of primary and secondary source documents at varying complexities

Teachers plan time for students to engage in the document analysis process utilizing the document analysis protocol with appropriate scaffolding as needed.

Teachers ask higher order thinking questions with a structure that provides all students with the opportunity to formulate a response

Utilize the historical talking protocol and historical thinking protocol to strengthen students ability to reason, write, and communicate using evidence.

Action Step #2

Teachers will intentionally spiral previously learned content through structured routines and instructional practices to ensure sustained access, retrieval, and application of critical content over time.

Person Monitoring:

Danielle Spurgeon

By When/Frequency:

Monthly

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

Teachers promote critical thinking and synthesis within and across units of study using the protocol for historical connections.

Teacher intentionally design and reinforce notetaking systems by emphasizing purposeful organization focused on content, structured processing time, deeper historical thinking, and ongoing review and revision of notes over time.

Teachers intentionally spiral prior learning through daily bellringers, targeted assessment questions and application-based activities to ensure ongoing practice and review.

Action Step #3

Teachers will continuously utilize student benchmark data to monitor student progress, provide feedback, and develop review and remediation plans to increase proficiency.

Person Monitoring:

Danielle Spurgeon

By When/Frequency:

bi-weekly

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

Teachers implement frequent, standards-based knowledge checks to provide timely feedback to monitor student progress toward proficiency.

Teachers implement data driven spiraled instructional and targeted small group tutorials prior to each district progress monitoring assessment and the state US History EOC.

Teachers and students collect formative and summative data using benchmark trackers to monitor progress toward proficiency.

Teachers use benchmark-level data to plan for whole-class reteaching of lower scoring and/or high impact benchmarks.

Teachers and administrator identify students for Tier 2 and Tier 3 interventions using all available data.

Teachers and administrator collaboratively plan and implement Tier 2 and Tier 3 interventions to deliver targeted remediation through small-group and one-on-one support using district provided supports

Area of Focus #3

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**

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.

Our current level of performance of 39% as evidenced on the 2025-2026 B.E.S.T. Algebra 1 EOC and B.E.S.T. Geometry EOC assessment. We expect our performance level to grow to 55% by the end of the 2026-2027 school year. The problem/gap is occurring because a large percentage of students are not maintaining proficiency or are showing regression from Algebra 1 to Geometry.

If Algebra 1/Geometry teachers:

- plan with a purpose utilizing district and state provided benchmarks for bell-to-bell instruction
- AND
- implement complex collaborative structures AND
 - implement the use of academic discourse AND
 - utilize gradual release while teaching test taking strategies AND
 - utilize critical reading protocols 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

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 39% in 2025-2026 to 55% in 2026-2027 school year as measure by the B.E.S.T. Algebra 1/Geometry EOC assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The principal will monitor all functions and involvement of the assistant principal leading work in the mathematical 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

Shawn Sager

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 mathematics. Teachers will use appropriate academic discourse to engage students in higher order thinking. Teachers will successfully utilize the gradual release (I do, We do, You do) model to increase performance in Algebra 1/Geometry and on all tests. Teachers will teach using our sailing for 47 minutes for bell-to-bell instruction with an emphasis on the first 5 minutes (Bellwork) and the last 5 minutes (Wrap-Up). Teachers will implement evidence-based interventions and spiraling plans, including intervention plans for Tier 2 and Tier 3 students. This process will occur though-out the year and focus on benchmark mastery utilizing district resources to support the core instruction and student engagement.

Rationale:

These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our Algebra 1/Geometry course will be the results of district common module assessments, quarterly cycle assessment data, Fall/Winter/Spring Challenge data, and input from our mathematics department. By starting the spiral process early and ongoing throughout the year, students will gain/maintain grade level knowledge.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Identify critical content from the standards/benchmarks in alignment with district resources.

Person Monitoring:

Shawn Sager

By When/Frequency:

Bi-weekly

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

Teachers engage in district provided professional learning around instructional shifts(teaching protocols), clarification on course standards/benchmarks and state assessments, and best practices strategies.

Teachers and students use a benchmark data tracking document based on progress monitoring assessments which include module common assessments, cycle assessments, teacher created formatives and district created formative assessments.

Action Step #2

Strengthen staff ability to engage students in complex tasks and monitor mastery of benchmarks.

Person Monitoring:

Shawn Sager

By When/Frequency:

Bi-weekly PLC

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

Math Teachers consistently use the EOC reference sheets and calculators to fosters perseverance and support students in productive struggle through mathematical content as well as using district provided resources to support their learning.

Math Teachers consistently incorporate checks for understanding through formative assessments district and teachers create and use the benchmark tracking document to record the data to gauge

student progress towards mastery.

Action Step #3

Utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

Person Monitoring:

Shawn Sager

By When/Frequency:

Monthly

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

Math teachers engage in course specific PLC's to review module, cycle and formative assessment data to determine areas of low proficiency and identify trends to develop remediation needs for students and next steps to create module and or quarterly spiral reteaching/reassessing plans.

Math teachers support differentiation and scaffolding of content through anchor charts and benchmark spiraling plans to support mastery of content.

Math teachers conduct frequent data chats with students using the benchmark tracking documents to offer support for student achievement and individualized goal setting.

Area of Focus #4

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

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.

The current performance level for the 2025-2026 Biology End-of-Course (EOC) assessment stands at 54%. The goal is to raise this level to 70% by the end of the 2026-2027 school year. Biology fell short of the School Improvement Plan (SIP) goal by twenty percentage points for the 2025-2026 school year.

Measurable Outcome

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 goal is to raise the percentage of students achieving proficiency in the Biology End-of-Course (EOC) exam from 54% to 70% by the 2026-2027 academic year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The assistant principal will play a crucial role in overseeing the biology department's functions and

processes. This includes planning for Academic Discourse, which focuses on incorporating appropriate scaffolding to enhance student engagement with higher-order thinking questions. Academic discourse involves the specific communication methods used in academic and scholarly contexts, emphasizing the importance of effective communication in learning environments.

As part of the transition to a 48-minute class period at BCHS, biology teachers are expected to design Comprehensive Engaging Bell-to-Bell Instruction. This approach will involve careful planning that prioritizes pacing, bell work, academic discourse, and effective lesson wrap-ups to ensure that each minute of class time is utilized effectively.

In addition to these responsibilities, the assistant principal will facilitate monthly Professional Learning Communities (PLCs) for teachers. These sessions are designed to foster collaboration among educators by reviewing data, engaging in lesson planning, and aligning resources with district standards. The focus will also include analyzing student work to inform instructional strategies.

Furthermore, there will be progress monitoring of the Checks for Understanding Common Assessment data and from cycle assessments to ensure that teaching methods are effective. This comprehensive approach aims to enhance the overall educational experience in Biology, promoting both teacher development and student success.

Person responsible for monitoring outcome

The person responsible for monitoring all biology outcomes is the assistant principal Lamar Washington (washingtonla@pcsb.org)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The evidence-based strategies that will be implemented are: • Biology teachers will employ instructional practices focused on writing, inquiry, collaboration, organization, and reading (WICOR) to enhance student achievement and address the achievement gap in science. • Formative assessments, checks for understanding, and cycle assessments will be used to identify areas that require reteaching. • Teachers will utilize the five science non-negotiables which are but not limited to: 1. Leading with the lab to anchor learning 2. Using scientific thinking protocols 3. Using checks for understanding 4. Exposing students to academic and technical vocabulary by reading and text marking articles 5. Using biology brain builders to structure conversations and build necessary skills for stimulus-heavy questions

Rationale:

Evidence-based strategies are essential for supporting teachers in enhancing their instructional

effectiveness, as determined by FSA Biology EOC results, cycle data, and feedback from the Science department.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

BCHS Biology Action Steps

Person Monitoring:

Lamar Washington

By When/Frequency:

Monthly

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

Some steps that will be taken as a part of these strategies to address the areas of focus include:

- PLCs will be utilized to monitor implementation of the 5 Essentials through artifacts and evidence of student learning.
- Students will be grouped by mastery of appropriate standards as the Biology EOC approaches.
- PLC groups will facilitate planning for complex tasks aligned with science standards, incorporating AVID's WICOR strategies and analyzing student performance data for reteaching needs.
- Teachers will integrate WICOR strategies into daily lesson plans to support students of all levels.
- Lesson studies and strategy walks will allow science teachers to observe and reflect on effective implementation of AVID WICOR strategies.
- Professional development will focus on inclusive WICOR strategies, emphasizing movement, collaboration, and accountable talk for diverse learners.
- Administrators will observe classrooms for WICOR strategy effectiveness, offer feedback, and collaborate on remediation plans based on cycle assessment data.

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

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.

Our current level of performance for 9th grade Black students is 36% as evidenced in 2025-2026 FAST ELA assessment. We expect our performance level to be at 60% by the end of the 2026-2027 school year which would close the achievement gap between Black and non-black students. The problem/gap is occurring because students may struggle with instructional standards in core classes.

Measurable Outcome

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 ELA proficiency levels for Black 9th grade students will increase from 36% to 60% during the 2026-2027 school year, as measured by the ELA FAST PM3 assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The principal will monitor state progress monitoring assessment data, district common assessment data as well as authentic student work artifacts and utilize all data to guide teacher discussions, PLCs, meeting and to drive instruction.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will effectively use the Reading Comprehension Protocol & FAST Style Notes as a system to help students interact with the complex texts they will see on the state assessment. Teachers will make this a routine practice in order for the internal dialogue between student and text to reach automaticity. Teachers will also make it a routine to monitor student progress with benchmark trackers and common assessments in order to effectively differentiate and re-teach in a way that will produce growth in proficiency on the state assessments.

Rationale:

The rationale for incorporating both evidence-based interventions is so that while students are practicing the internalized thinking that occurs between student and text, the teacher will utilize individual student benchmark data to support this growth by applying the appropriate levels of scaffolding (more or less).

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

No

Description of Intervention #2:**Rationale:**

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

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Reading Comprehension Protocol (RCP) & Fast Style Notes

Person Monitoring:

Jennifer Gil, Principal

By When/Frequency:

Ongoing

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

1. Before the PM1 assessment, teachers will conduct a PY scores data chat with students and have students set goals for the year.
2. Before the PM1 assessment, teachers will review the nature of Computer Adaptive Testing and the Tides for Testing Strategies.
3. Before the PM1 assessment, teacher will almost daily remind students of their test day and locations.
4. After the PM1 assessment and all assessments, teachers will conduct data chats with students that includes drilling down to the benchmark level.
5. All teachers will plan to give district common assessments the day before the text and before the benchmark is taught. Teachers will then utilize this data to differentiate instruction, form small groups and apply the appropriate level of scaffolding.
6. Teachers will repeat action steps 1-4 for PM2 and PM3.

IV. Positive Learning 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.

Discipline data indicate that ninth-grade students accounted for 44% of all disciplinary referrals and tenth-grade students accounted for 34%. These findings highlight the need to strengthen Tier 1 behavioral supports by explicitly teaching, modeling, and reinforcing self-regulation strategies and providing students with consistent opportunities to practice these skills across school settings.

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.

By May 2027, Boca Ciega High School will reduce the percentage of disciplinary referrals involving ninth-grade students from 44% to 30% and tenth-grade students from 34% to 20% through the implementation of explicit instruction in self-regulation, schoolwide behavioral supports, and consistent reinforcement of expected behaviors, as measured by Focus discipline 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.

Meaningful consultation with diverse stakeholder groups is essential to developing and sustaining a shared vision, mission, values, and goals that drive continuous school improvement. Boca Ciega High School actively engages teachers, students, families, community partners, volunteers, School Advisory Council (SAC) members, and district representatives in analyzing school data, identifying priorities, and implementing strategies that strengthen student achievement, improve school culture, and foster a safe, supportive learning environment. This collaborative approach ensures that school improvement efforts reflect the needs and perspectives of all stakeholders while promoting shared ownership and accountability for student success.

Person responsible for monitoring outcome

Administrative Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

A positive school culture and learning environment at Boca Ciega High School is characterized by a safe, inclusive, and supportive atmosphere where all students feel valued, respected, and connected. Clear expectations for behavior, consistent implementation of schoolwide procedures, and positive relationships among students, staff, families, and community partners foster a culture of trust, accountability, and high expectations. Through the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and social-emotional learning opportunities, the school promotes student engagement, self-regulation, and academic success while ensuring every student has access to the supports needed to thrive

Rationale:

At Boca Ciega High School (BCHS), fostering a positive school culture is a cornerstone of student success. BCHS is committed to creating a safe, inclusive, and supportive learning environment where students, staff, families, and community partners work collaboratively to promote academic achievement and personal growth. Through mutual respect, high expectations, and positive relationships, students develop a strong sense of belonging, engagement, and resilience. The school's implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and explicit instruction in behavioral expectations promotes self-regulation, reduces

disciplinary incidents, and strengthens the overall school climate. By cultivating a culture of respect, responsibility, and collaboration, BCHS empowers students to thrive academically, socially, and emotionally while preparing them for success beyond high school

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Driven Implementation

Person Monitoring:

Lamar Washington

By When/Frequency:

Quarterly

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

Boca Ciega High School will sustain a positive school culture and environment by:

1. Implementing the Tier 1 PBIS framework (Pirates ARRR!) with clearly defined behavioral expectations in all classrooms, common areas, and school activities.
2. Providing ongoing professional learning on PBIS expectations and implementation during pre-planning, faculty meetings, and site-based professional development throughout the school year.
3. Ensuring classroom expectations and procedures are aligned with the school's PBIS framework and consistently reinforced by all staff.
4. Explicitly teaching and reteaching behavioral expectations to all students through orientation, first-week mini-lessons, assemblies, quarterly booster lessons, and new student onboarding.
5. Implementing the Pirate Praise Report recognition system to acknowledge and reinforce students who consistently demonstrate the Pirates ARRR! expectations.
6. Recognizing and celebrating faculty and staff who model district Core Values and PBIS expectations through regular staff recognition initiatives.
7. Utilizing Minor Infraction documentation and intervention strategies to address student behavior proactively and reduce office discipline referrals.
8. Maintaining an active PBIS Leadership Team composed of administrators, teachers, students, families, and community stakeholders to monitor implementation, analyze behavior data, and guide continuous improvement efforts.
9. Expanding relationship-building opportunities for incoming ninth-grade students through Circles, mentoring, orientation activities, and transition supports.
10. Implementing equitable, culturally responsive practices that address the academic, behavioral, social-emotional, and wellness needs of all students.
11. Embedding restorative practices into daily school operations to strengthen relationships, repair harm, and foster accountability among students and staff.
12. Strengthening partnerships with families, businesses, and community organizations to support student attendance, graduation, college and career readiness, and postsecondary success.
13. Amplifying student voice by collecting and utilizing feedback through student leadership groups, climate surveys, focus groups, and PBIS committees to improve school culture.
14. Providing year-round onboarding and support for new students and staff to ensure a consistent understanding and implementation of Boca Ciega High School's PBIS expectations and school culture

15. Implementing explicit instruction in self-regulation and executive functioning skills through advisory lessons, classroom instruction, and targeted Tier 2 interventions to improve student decision-making, emotional regulation, and classroom engagement

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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>

The School Improvement Plan and School-wide Title 1 plan is made accessible to parents via the BCHS website and at the parent station located in the front office. In addition to this, both plans are shared with parents during the annual Title 1 parent meeting and the Fundamental Parent meetings in November. Parents will be informed about these meetings and where to find this information via Sunday parent communication emails and text messages.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

BCHS plans to connect to families and building relationships with them through intentional parent and family engagement events that include, but are not limited to:

1. **Freshmen Family Fun Night** – July 23rd , we will share pertinent 9th grade information with our rising at-risk families and provide parents with time to register for a Focus login and complete Back-to-School forms.

2. **New Student Orientation** – August 4th, this event will introduce school policies and procedures to new parents and students.
3. **Back-to-School Night** – August 25th, parents will be provided with an opportunity to meet teachers and learn key aspects of the courses their students are taken.
4. **NCAA Parent Informational Meeting** – August 24th, parents of athletes attending Back-to-School Night can stay to learn more about the path to playing collegiate sports.
5. **Title 1 Parent Informational Night & Ready, Set, College Prep** – September 15th ,Parents will learn more about how Title 1 supplements the instructional program at BCHS and will learn about college entrance exams that are provide to students in-school (PSAT, SAT, ACT, CLT).
6. **Understanding Pirate Progress & Senior Parent Seminar, Part 1** – October 20th, Parents can participate in the following concurrent sessions: State Assessments, Counselor Check-ins (individual meetings), College & Career Center Need-to-Knows, Principals Coffee Corner (SAC).
7. **Discovery Night** – November 17th, interested families of rising 9th grade students are invited to learn more about BCHS programs.
8. **Parent Curriculum Night * Senior Parent Seminar** – December 15th, Parents will learn about the upcoming course registration process, credit recovery options and senior parents will learn more about spring senior activities.
9. **State of the School Address** – January 19th Parents will be informed about semester 1 overall school progress and achievements.
10. **Understanding Pirate Progress Part 2** – February 16th, Parents can participate in the following concurrent sessions: State Assessments, Counselor Check-ins (individual meetings), College & Career Center Need-to-Knows, Principals Coffee Corner (SAC).
11. **Freshmen Registration Night – *March TBD***, provided for rising freshmen families to learn about curricular options when choosing courses.
12. **Data, Data, Data, Action**– March 23rd, Parents will learn about the outcomes of Cycle 3 and the Spring Break Challenges and the next steps to experience success on state assessments, Senior Counselor Check-ins (individual meetings) will also occur.
13. **Success on the Test & Senior Celebrations** – April 20th, parents will be informed about the upcoming testing schedule and testing strategies for their student to be successful and senior parents will receive graduation information along with other details about the upcoming senior activities.

Embedded in the above events, BCHS administration will share/provide information for equipping parents with tools needed to support students' academic goals. With these family engagement activities, **BCHS hopes to leverage family support to impact student achievement scores on district and state assessments, graduation, and college entrance rates.** We anticipate that with increased knowledge of general information and school resources, parents will be equipped to better support their child's progress.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan and School-wide Title 1 plan was developed to supplement current school initiatives and funding that include district supported College & Career Centers, the Extended Learning Program, District Application Programs (Fundamental/CWMP) and federally supported school breakfast and lunch programs.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

BCHS is a school rich in professional development, the plan for the 2026-2027 school year will include 12 hours of AVID training, a classroom management series titled Small Move, Big Impact and two school-wide strategy walks. Teacher are also encourage 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

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 (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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