FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 0431 - Boca Ciega High School
District: 52 - Pinellas
Principal: Michael Vigue
SAC Chair: Ann Sherman-White
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

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School Type:	High School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	63%			
Minority:	61%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	PENDING	A	C	D

NOTE
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status

School Information

School-Level Information

School Boca Ciega High School

Principal's name Michael Vigue

School Advisory Council chair's name Ann Sherman-White

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michael Vigue	Principal
Felicia Davis	Assistant Principal
Deborah Fabrizio	Assistant Principal
James Joyer	Assistant Principal
Kathleen Van Dora	Assistant Principal
Scott Mason	MTSS Coach
Leslie Cole	Psychologist
Tayla Howard	Social Worker
Mary Dias	Guidance Counselor
Alison Meyer	Guidance Counselor
Andrea Fonti	ESE Compliance/CED
Thomas Seriani	ESE Behavior Specialist

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/24/2013

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe the membership of the SAC including position titles
Our SAC has 25 members; 21 parents, 1 student, 2 business/community members, and 1 administrator.

Describe the involvement of the SAC in the development of this school improvement plan
Our SAC regularly reviews our academic, attendance, and other data sources in an effort to help inform and contribute to our school wide efforts. Our SAC review and vote for our SIP is on 8/22/13.

Describe the activities of the SAC for the upcoming school year
Monthly SAC meetings on the third Thursday of each month starting at 6:00pm.

Describe the projected use of school improvement funds and include the amount allocated to each project
Our school will be allocated $7,227.80 for School Improvement funds for the 2013-2014 school year. These funds will be used to promote student achievement through supplemental instructional opportunities for our teachers and students.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

If no, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

 # Administrators 5

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Michael Vigue

Principal	Years as Administrator: 11	Years at Current School: 3
Credentials	Degrees: M.Ed. Educational Leadership B.S. Mathematics Education Certification: School Principal (K – 12) Mathematics (grades 5-9)	
Performance Record	2012-21013 BCHS: Pending 2011-2012 BCHS: A 2010-2011 BCHS: C 2009-2010 PPHS: C 2008-2009 PPHS: D	

James Joyer

Asst Principal	Years as Administrator: 22	Years at Current School: 7
Credentials	Degrees: M. Ed. Educational Leadership B.S. Mathematics Education Certification: Educational Leadership (K-12) Mathematics Education (6-12)	
Performance Record	2012-2013 BCHS: Pending 2011-2012 BCHS: A 2010-2011 BCHS: C 2009-2010 BCHS: D 2008-2009 BCHS: D	

Kathleen Van Dora

Asst Principal	Years as Administrator: 4	Years at Current School: 3
Credentials	Degrees: M. Ed. Educational Leadership B.S. English Education Certification: Educational Leadership (K-12) English Education (6-12)	
Performance Record	2012-2013 BCHS: Pending 2011-2012 BCHS: A 2010-2011 BCHS: C 2009-2010 Northeast HS: A 2008-2009 Lakewood HS: D (teacher)	

Felicia Davis

Asst Principal	Years as Administrator: 2	Years at Current School: 3
Credentials	Degrees: M. Ed. Educational Leadership B.S. English Education Certification: Educational Leadership (K-12) English (grades 6-12)	
Performance Record	2012-2013 BCHS: Pending 2011-2012 BCHS: A 2010-2011 BCHS: C 2009-2010 Tyrone MS: B (teacher) 2008-2009 Tyrone MS: C (teacher)	

Deborah Fabrizio

Asst Principal	Years as Administrator: 15	Years at Current School: 0
Credentials	Degrees: M. Ed. Educational Leadership B.S. Science Education Certification: Educational Leadership (K-12) General Science (grades 5-9) Physical Education (grades 6-12)	
Performance Record	2012-21013 LwHS: Pending 2011-2012 LwHS: B 2010-2011 LwHS: B 2009-2010 LwHS: C 2008-2009 LwHS: D	

Instructional Coaches

 # Instructional Coaches 3

 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

Janet Harris

Full-time / School-based	Years as Coach: 7	Years at Current School: 5

Areas	[none selected]
Credentials	Degrees: B.S. Business Administration Certification: Reading Endorsement (K-12) English Education (6-12)
Performance Record	2012-2013 BCHS: Pending 2011-2012 BCHS: A 2010-2011 BCHS: C 2009-2010 BCHS: D 2008-2009 BCHS: D

Scott Mason

Full-time / School-based	Years as Coach: 3	Years at Current School: 15

Areas	[none selected]
Credentials	Degrees: B.S. Sports Science Certification: Science Education (5-9)
Performance Record	2012-2013 BCHS: Pending 2011-2012 BCHS: A 2010-2011 BCHS: C 2009-2010 BCHS: D (teacher) 2008-2009 BCHS: D (teacher)

Tristan Van Voorhis

Part-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	[none selected]
Credentials	Degrees: B.S. Science Education Certification: Biology (6-12)
Performance Record	2012-2013 Northeast HS: Pending 2011-2012 Northeast HS: C

Classroom Teachers

# of classroom teachers 118

 # receiving effective rating or higher 118, 100%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 118, 100%

 # ESOL endorsed 12, 10%

 # reading endorsed 14, 12%
 # with advanced degrees 38, 32%
 # National Board Certified 3, 3%
 # first-year teachers 7, 6%
 # with 1-5 years of experience 42, 36%
 # with 6-14 years of experience 36, 31%
 # with 15 or more years of experience 33, 28%

Education Paraprofessionals
# of paraprofessionals 2
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 2, 100%

Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 32
 # receiving effective rating or higher 32, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
Our school is fully staffed with high quality teachers for the 13-14 school year. When teaching vacancies occur the principal communicates the opening, secures quality candidates for interviews, interviews the candidates with a panel of staff members, and recommends the best candidate to our human resources department.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
We hold multiple orientations during the summer months to ensure all new staff members have the knowledge and resources to be successful at our school. Each teacher is assigned a support team and another teacher mentor. Some new teachers coming from alternative certification programs are also assigned a district level mentor.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
The BCHS MTSS and Leadership PLC Calendar (6 week rotations) 2013-2014 (All meetings will begin at 9:00 am)

Grading Term Week 1 Grading Term Week 2 Grading Term Week 3 Grading Term Week 4 Grading Term Week 5 Grading Term Week 6

Data Review: Interventions:
• Fidelity/use
• Specific students
• Trends Discipline:
• Location
• Students 5+
• Teacher
• Trends
Attendance:
• Portal accuracy
• Students 10%+
• Trends Safety Net:
• Teachers
• Mentors
• Fidelity/use
• Trends Academics:
• Teacher grade distribution
• Students < 2.0
• Trends Progress Monitoring:
• NovaNet
• Graduation at-risk Benchmark of Quality:
• Fidelity review
Meeting dates: 8/26/13
10/7/13
11/18/13
1/27/14
3/10/14
4/28/14 9/3/13
10/14/13
12/2/13
2/3/14
3/17/14
5/5/14 9/9/13
10/21/13
12/9/13
2/10/14
3/31/14
5/12/14 9/16/13
10/28/13
12/16/13
2/18/14
4/7/14
5/19/14 9/23/13
11/4/13
1/6/14
2/24/14
4/14/14
5/27/14 9/30/13
11/11/13
1/13/14
3/3/14

4/21/14
6/2/14

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Michael Vigue – Principal, Felicia Davis – AP, Deborah Fabrizio – AP, James Joyer – AP, Kathleen Van Dora – AP, Scott Mason – MTSS Coach, Leslie Cole – Psychologist, Tayla Howard – Social Worker, Mary Dias – Guidance Counselor, Alison Meyer – Guidance Counselor, Andrea Fonti – ESE Compliance and VE Specialist, and Thomas Seriani – ESE Behavior Specialist. The team works together to systematically review our MTSS and SIP processes and outcomes.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
As indicated in the chart above, our MTSS meets weekly to use data to review school wide and individual student trends as they relate to academics, attendance, discipline, and other factors.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)
We utilize the following data sources: DecisionEd data warehouse, FOCUS SIS, EDS, PMRN, and our internal BCHS database.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
Staff is supported through MTSS efforts in weekly subject area professional learning communities (PLCs).

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 5,400

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description
By adding 30 minutes to our school day and by eliminating 3 class changes per day, our school has increased the number of instructional minutes by 51 each day throughout the school year.

How is data collected and analyzed to determine the effectiveness of this strategy?
Increased credit opportunities in the areas of core academics, remediation classes, enrichment classes, and college readiness coursework.

Who is responsible for monitoring implementation of this strategy?
Principal and Assistant Principal for Curriculum.

Strategy: Before or After School Program

Minutes added to school year: 6,480

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education

Strategy Description
Our school offers extended learning opportunities every Tuesday, Wednesday, and Thursday, for one added hour each day throughout the school year. This after school program includes credit recovery, course tutoring, assessment preparation, and enrichment clubs.

How is data collected and analyzed to determine the effectiveness of this strategy?
Number and frequency of students who attend one or more of these opportunities.

Who is responsible for monitoring implementation of this strategy?
Principal and assistant principals.

Strategy: Summer Program

Minutes added to school year: 2,880

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
Extended learning classes will continue for the first three weeks of the summer (June 2014) from 8am to noon each day, Monday through Thursday. The focus will be on credit recovery.

How is data collected and analyzed to determine the effectiveness of this strategy?
Number of students attending and the number of credits earned/recovered.

Who is responsible for monitoring implementation of this strategy?
Principal and assistant principals.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Janet Harris	Literacy Staff Developer
Jessika Parish	English/Language Arts Department Head
Kathy Van Dora	Assistant Principal for Curriculum and Literacy

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
o Providing scaffolding that does not preempt or replace text reading by students
o Developing and asking text dependent questions from a range of question types
o Emphasizing students supporting their answers based upon evidence from the text
o Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction)
The district will provide training and tools for Literacy Leadership Teams

What will be the major initiatives of the LLT this year?
Support for text complexity
• Support for instructional skills to improve reading comprehension
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
• The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
• The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies
• Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance
• All instructional staff participate in literacy based PLCs on a weekly basis that are designed to embed subject specific literacy strategies into all courses

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
• Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training. All students can choose from a wide variety of courses that incorporate relevance to their future
• Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year
• Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?
Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year
• Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as students progress through high school
• Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C
The Leadership Team analyzes the High School Feedback Report to determine strengths, weaknesses and problem solving gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence;

increased participation in ACT, PERT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College

Expected Improvements
This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	43%	No	54%
American Indian				
Asian	68%	54%	No	71%
Black/African American	35%	27%	No	42%
Hispanic	48%	53%	Yes	53%
White	60%	49%	No	64%
English language learners				
Students with disabilities	28%	6%	No	36%
Economically disadvantaged	43%	26%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	21%	26%
Students scoring at or above Achievement Level 4	80	19%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7		100%	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	509	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	550	67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		67%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		56%	60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		56%	60%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	222	84%	86%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	243	64%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		100%	100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	58%	Yes	58%
American Indian				
Asian				
Black/African American	51%	45%	No	56%
Hispanic	49%	74%	Yes	54%
White	55%	63%	Yes	60%
English language learners				
Students with disabilities	34%	21%	No	41%
Economically disadvantaged	49%	52%	Yes	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		100%	100%
Students scoring at or above Level 7		100%	100%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	429	71%	74%
Students in lowest 25% making learning gains (EOC)	392	65%	69%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	141	53%	58%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	26%	30%
Students scoring at or above Achievement Level 4	16	5%	8%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	39%	41%
Students scoring at or above Achievement Level 4	60	21%	23%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		40%	36%
Students scoring at or above Level 7		60%	64%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	39%	41%
Students scoring at or above Achievement Level 4	107	26%	28%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		8
Participation in STEM-related experiences provided for students	245	17%	25%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	201	14%	22%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	3		4
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	56	46%	52%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	56	100%	100%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	56	100%	100%
Passing rate (%) for students who take CTE industry certification exams		46%	52%
CTE program concentrators	3	100%	100%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	556	33%	30%
Students in ninth grade with one or more absences within the first 20 days	80	18%	16%
Students in ninth grade who fail two or more courses in any subject	53	12%	10%
Students with grade point average less than 2.0	94	28%	25%
Students who fail to progress on-time to tenth grade	105	31%	28%
Students who receive two or more behavior referrals	469	33%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	63	4%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	266	86%	87%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	69	80%	82%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	276	75%	88%

Area 9: Parent Involvement
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school
Our school offers at least four different parent/community opportunities each month. The approximate average attendance was 35 per session in the 2012-2013 school year, with a approximate monthly average of 140 parents attending one meeting per month.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase average attendance at parent meetings by 10%	140	10%	19%

Area 10: Additional Targets

Description of additional targets

BCHS will increase our average student daily attendance rate from 91.4% to 92.3%.
BCHS will improve the level of student engagement in all classrooms as determined by the percentage of classroom visitations where student centered learning is taking place (vs. teacher centered or independent practice).
BCHS will improve our 2012-2013 Climate Survey staff morale from 81.2% to 83% for the 2013-2014 school year.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Daily attendance rate increase	1310	91%	92%
Student engagement percentage in classrooms	260	34%	41%
Climate survey staff morale	126	81%	83%

Goals Summary

Goal #1:
BCHS will increase our average student daily attendance rate from 91.4% to 92.3%.

Goal #2:
BCHS will improve the level of student engagement in all classrooms as determined by the percentage of classroom visitations where student centered learning is taking place (vs. teacher centered or independent practice) from 34% to 40%.

Goal #3:
BCHS will improve our 2012-2013 Climate Survey staff morale from 81.2% to 83% for the 2013-2014 school year.

Goals Detail

Goal #1:	**BCHS will increase our average student daily attendance rate from 91.4% to 92.3%.**

Targets Supported	•
	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• Reading - Postsecondary Readiness
	• Writing
	• Math
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle FAA
	• Math - Elementary and Middle Learning Gains
	• Math - Middle School Acceleration
	• Math - High School
	• Math - High School AMO's
	•
	• Math - High School Postsecondary Readiness
	• Algebra 1 EOC
	• Geometry EOC
	• Social Studies
	• U.S. History EOC
	• Civics EOC
	• Science
	• Science - Elementary School
	• Science - Middle School
	• Science - High School
	• Science - Biology 1 EOC
	• STEM
	• STEM - All Levels
	• STEM - High School
	• CTE
	• Parental Involvement
	• EWS
	• EWS - Elementary School
	• EWS - Middle School
	• EWS - High School
	• EWS - Graduation
	• Additional Targets
Resources Available to Support the Goal	• FOCUS and BCHS student information management database.

Targeted Barriers to Achieving the Goal	• Decrease in student motivation, lack of academic counseling, or lack of engaging instruction are barriers to increased student daily attendance.

Plan to Monitor Progress Toward the Goal

Action:
2012-2013 vs. 2013-2014 daily attendance graph trends, year to date.

Person or Persons Responsible:
MTSS team

Target Dates or Schedule:
Weekly

Evidence of Completion:
Increase of daily attendance for this year.

Goal #2:	**BCHS will improve the level of student engagement in all classrooms as determined by the percentage of classroom visitations where student centered learning is taking place (vs. teacher centered or independent practice) from 34% to 40%.**

Targets Supported	•
	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• Reading - Postsecondary Readiness
	• Writing
	• Math
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle FAA
	• Math - Elementary and Middle Learning Gains
	• Math - Middle School Acceleration
	• Math - High School
	• Math - High School AMO's
	•
	• Math - High School Postsecondary Readiness
	• Algebra 1 EOC
	• Geometry EOC
	• Social Studies
	• U.S. History EOC
	• Civics EOC
	• Science
	• Science - Elementary School
	• Science - Middle School
	• Science - High School
	• Science - Biology 1 EOC
	• STEM
	• STEM - All Levels
	• STEM - High School
	• CTE
	• Parental Involvement
	• EWS
	• EWS - Elementary School
	• EWS - Middle School
	• EWS - High School
	• EWS - Graduation
	• Additional Targets
Resources Available to Support the Goal	• Classroom visitation tool that is available for all administrators in our BCHS database.

Targeted Barriers to Achieving the Goal	• Too high of a percentage of explicit instruction is occurring.

Plan to Monitor Progress Toward the Goal

Action:
Leadership Team reviews classroom visitation data trends as they relate to student engagement, disaggregated by whole school, subject areas, programs, and individual teachers as needed.

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
Every three to six weeks

Evidence of Completion:
Minutes from Leadership Team meetings.

Goal #3:	**BCHS will improve our 2012-2013 Climate Survey staff morale from 81.2% to 83% for the 2013-2014 school year.**

Targets Supported	•
	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• Reading - Postsecondary Readiness
	• Writing
	• Math
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle FAA
	• Math - Elementary and Middle Learning Gains
	• Math - Middle School Acceleration
	• Math - High School
	• Math - High School AMO's
	•
	• Math - High School Postsecondary Readiness
	• Algebra 1 EOC
	• Geometry EOC
	• Social Studies
	• U.S. History EOC
	• Civics EOC
	• Science
	• Science - Elementary School
	• Science - Middle School
	• Science - High School
	• Science - Biology 1 EOC
	• STEM
	• STEM - All Levels
	• STEM - High School
	• CTE
	• Parental Involvement
	• EWS
	• EWS - Elementary School
	• EWS - Middle School
	• EWS - High School
	• EWS - Graduation
	• Additional Targets
Resources Available to Support the Goal	• PCSB annual Climate Survey results

Targeted Barriers to Achieving the Goal	• Operational or curricular inefficiency, lack of administrative support for instruction, or lack of transparent communication of school instructional focus areas, and lack of time to achieve highest achievement for all students.

Plan to Monitor Progress Toward the Goal

Action:
PCSB annual Climate Survey results

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Annually

Evidence of Completion:
Increase in staff morale when compared to 12-13 school year.

Action Plan for Improvement

Goal #1:	BCHS will increase our average student daily attendance rate from 91.4% to 92.3%.
Barrier #1:	Decrease in student motivation, lack of academic counseling, or lack of engaging instruction are barriers to increased student daily attendance.
Strategy #1 to Overcome the Barrier	The strategies we will use to increase our daily attendance rate are: 1. to facilitate daily attendance calls to all households when a student misses one or more periods 2. to run daily attendance anomaly reports and use the report to meet with students for attendance advisement and/or disciplinary action for missing class without permission 3. to use our School Improvement Team and Principal's Student Advisory Group to facilitate incentives for good attendance 4. to use attendance letters and, when absolutely necessary, teen truancy court referrals 5. to use our MTSS team to address MTSS student attendance alerts on a weekly basis.

Step #1 to Implement Strategy #1

Action:
Daily attendance anomaly reports.

Person or Persons Responsible:
Assistant Principals and MTSS Staff Developer

Target Dates or Schedule:
Two or three times weekly

Evidence of Completion:
MTSS weekly agenda minutes.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
MTSS meeting attendance anomaly reports

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Once every six weeks

Evidence of Completion
If assistant principals are using the reports multiple times per week as required.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
BCHS database attendance reports

Person or Persons Responsible:
MTSS team

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Increase in average daily attendance, when compared to last school year.

Goal #2:	BCHS will improve the level of student engagement in all classrooms as determined by the percentage of classroom visitations where student centered learning is taking place (vs. teacher centered or independent practice) from 34% to 40%.
Barrier #1:	Too high of a percentage of explicit instruction is occurring.
Strategy #1 to Overcome the Barrier	Classroom visitation tool will be used by the respective evaluating administrator on a reoccurring basis throughout the year. As trends are established, our weekly subject area PLCs will focus professional development efforts to align to and address areas of weakness/growth that are documented in our classroom visitation data.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Professional development centered around increasing student centered learning opportunities

Person or Persons Responsible:
PLC facilitators

Target Dates or Schedule:
Weekly

Evidence of Completion:
Increase in student centered learning opportunities in our classroom visitation database (when compared to 2012-2013 and previous months).

Facilitator:
Instructional Staff Developers and Subject Area Department Heads

Participants:
PLC facilitators

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Instructional Planning meetings to determine professional development needs for subject area PLCs.

Person or Persons Responsible:
Administrative Leadership Team and Instructional Planning Team

Target Dates or Schedule:
Bimonthly

Evidence of Completion
Agendas and minutes from Instructional Planning meetings.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Classroom visitation data review

Person or Persons Responsible:
MTSS team

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Minutes from MTSS team meetings.

Goal #3:	BCHS will improve our 2012-2013 Climate Survey staff morale from 81.2% to 83% for the 2013-2014 school year.
Barrier #1:	Operational or curricular inefficiency, lack of administrative support for instruction, or lack of transparent communication of school instructional focus areas, and lack of time to achieve highest achievement for all students.
Strategy #1 to Overcome the Barrier	Strategies we will use to address this goal are: 1. School Improvement team (SIT) meetings to discuss morale and to implement improvement processes and incentives for staff 2. Principals Student Advisory Group (PSAG) will meet monthly and create opportunities for students to get involved in school climate improvement efforts 3. Student Government and Unity Council will work to develop opportunities for staff to collaborate with students and families are events throughout the year 4. Staff Hospitality Committee will organize monthly events for staff to bond together.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Meetings to devise climate improvement opportunities and to ensure our processes are efficient.

Person or Persons Responsible:
SIT, PSAG, Student Government, and Hospitality

Target Dates or Schedule:
Bimonthly or monthly opportunities

Evidence of Completion:
Increase Climate Survey overall staff morale.

Facilitator:
Facilitators/coordinators for each group

Participants:
SIT, PSAG, Student Government, and Hospitality

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Facilitator meetings to devise, implement, and monitor efforts.

Person or Persons Responsible:
SIT, PSAG, Student Government, and Hospitality coordinators

Target Dates or Schedule:
Monthly

Evidence of Completion
Meeting minutes.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Review of monthly meeting minutes and activities that have been implemented.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Increase is the number of staff climate improving and bonding opportunities for the 13-14 school year.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Extended learning supplemental academic instruction funds will be used to maintain after school and summer enrichment and remediation opportunities for all students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

Goal #2: BCHS will improve the level of student engagement in all classrooms as determined by the percentage of classroom visitations where student centered learning is taking place (vs. teacher centered or independent practice) from 34% to 40%.

Barrier #1: Too high of a percentage of explicit instruction is occurring.

Strategy #1: Classroom visitation tool will be used by the respective evaluating administrator on a reoccurring basis throughout the year. As trends are established, our weekly subject area PLCs will focus professional development efforts to align to and address areas of weakness/growth that are documented in our classroom visitation data.

Action Step #1: Professional development centered around increasing student centered learning opportunities

Facilitator leader
Instructional Staff Developers and Subject Area Department Heads

Participants
PLC facilitators

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Increase in student centered learning opportunities in our classroom visitation database (when compared to 2012-2013 and previous months).
(Person Responsible: PLC facilitators)

Goal #3: BCHS will improve our 2012-2013 Climate Survey staff morale from 81.2% to 83% for the 2013-2014 school year.

Barrier #1: Operational or curricular inefficiency, lack of administrative support for instruction, or lack of transparent communication of school instructional focus areas, and lack of time to achieve highest achievement for all students.

Strategy #1: Strategies we will use to address this goal are: 1. School Improvement team (SIT) meetings to discuss morale and to implement improvement processes and incentives for staff 2. Principals Student Advisory Group (PSAG) will meet monthly and create opportunities for students to get involved in school climate improvement efforts 3. Student Government and Unity Council will work to develop opportunities for staff to collaborate with students and families are events throughout the year 4. Staff Hospitality Committee will organize monthly events for staff to bond together.

Action Step #1: Meetings to devise climate improvement opportunities and to ensure our processes are efficient.

Facilitator leader
Facilitators/coordinators for each group

Participants
SIT, PSAG, Student Government, and Hospitality

Target dates or schedule
Bimonthly or monthly opportunities

Evidence of Completion and Person Responsible for Monitoring
Increase Climate Survey overall staff morale.
(Person Responsible: SIT, PSAG, Student Government, and Hospitality)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #2	BCHS will improve the level of student engagement in all classrooms as determined by the percentage of classroom visitations where student centered learning is taking place (vs. teacher centered or independent practice) from 34% to 40%.	$7,227
	Total	$7,227

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Materials	Total
PCSB School Improvement Budget	$7,227	$7,227
Total	$7,227	$7,227

Budget Detail

Goal #2: BCHS will improve the level of student engagement in all classrooms as determined by the percentage of classroom visitations where student centered learning is taking place (vs. teacher centered or independent practice) from 34% to 40%.

Barrier #1: Too high of a percentage of explicit instruction is occurring.

Strategy #1: Classroom visitation tool will be used by the respective evaluating administrator on a reoccurring basis throughout the year. As trends are established, our weekly subject area PLCs will focus professional development efforts to align to and address areas of weakness/growth that are documented in our classroom visitation data.

Action Step #1: Professional development centered around increasing student centered learning opportunities

Resource Type	Evidence-Based Materials
Resource	The BCHS will use the 2013-2014 school improvement budget to provide supplemental learning opportunities/resources to our students and teachers. The School Advisory Council (SAC) will develop a subgroup, School Improvement Team (SIT). The SIT team will
Funding Source	PCSB School Improvement Budget
Amount Needed	$7,227