Boca Ciega High School

2022-23 Schoolwide Improvement Plan

Table of Contents

Boca Ciega High School

924 58TH ST S, Gulfport, FL 33707

http://www.bocaciega.org/

Demographics

Principal: Jennifer Gil

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (50%) 2020-21: (44%) 2018-19: C (51%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Gil, Jennifer	Principal	
Craun, Derrik	Assistant Principal	Curriculum
Lane, Edward	Assistant Principal	Facilities
Spurgeon, Danielle	Assistant Principal	Athletics
Lewis, Angela	Assistant Principal	Culture & Climate

Demographic Information

Principal start date
Thursday 7/1/2021, Jennifer Gil

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
73

Total number of students enrolled at the school
1,567

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

Identify the number of instructional staff who joined the school during the 2022-23 school year.
10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	340	382	387	366	1475
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	26	20	36	31	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	1	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	139	131	155	99	524
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	21	124	118	78	341
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	4	11	18	13	46

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/16/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	372	392	397	336	1497
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	72	126	133	135	466
One or more suspensions	0	0	0	0	0	0	0	0	0	30	9	14	2	55
Course failure in ELA	0	0	0	0	0	0	0	0	0	89	72	52	19	232
Course failure in Math	0	0	0	0	0	0	0	0	0	107	103	78	18	306
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	127	112	80	88	407
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	103	142	126	76	447
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	8	0	0	0	8

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	9	7	7	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	0	0	3	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	6	7

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	372	392	397	336	1497
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	72	126	133	135	466
One or more suspensions	0	0	0	0	0	0	0	0	0	30	9	14	2	55
Course failure in ELA	0	0	0	0	0	0	0	0	0	89	72	52	19	232
Course failure in Math	0	0	0	0	0	0	0	0	0	107	103	78	18	306
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	127	112	80	88	407
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	103	142	126	76	447
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	8	0	0	0	8

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	9	7	7	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	0	0	3	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	6	7

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%			33%			42%	56%	56%
ELA Learning Gains	44%			38%			46%	51%	51%
ELA Lowest 25th Percentile	32%			35%			44%	43%	42%
Math Achievement	28%			23%			32%	45%	51%
Math Learning Gains	44%			22%			38%	44%	48%
Math Lowest 25th Percentile	42%			26%			41%	41%	45%
Science Achievement	49%			43%			52%	64%	68%
Social Studies Achievement	57%			60%			66%	71%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	62%	-10%	67%	-15%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	70%	-3%	70%	-3%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	55%	-22%	61%	-28%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	56%	-22%	57%	-23%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	30	35	5	19	19	13	39		88	32
ELL	12	27		6	18		42			100	67
ASN	70	58		77	18		85	75			
BLK	23	34	33	15	17	21	30	48		97	50
HSP	37	33	33	33	33	42	58	74		100	67
MUL	41	35		25	18		42	75		100	86
WHT	43	46	47	29	27	32	52	71		98	70
FRL	24	34	34	18	17	22	33	50		97	56

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	29	22	15	28	32	34	33		76	17
ELL	43	48		29	41		82	42			
ASN	80	56		65	69		100			100	85
BLK	29	44	43	23	34	40	36	50		90	48
HSP	51	48	41	33	41	54	74	74		93	69
MUL	56	38		50	58		75	87		100	69
WHT	50	49	46	40	37	38	67	84		92	62
FRL	31	43	43	27	36	41	43	59		90	36

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	551
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Boca Ciega High School continues to see a negative trend in Algebra 1 down two points from a 22% in 2021 to a 20% in 2022.

Boca Ciega High School FSA ELA data shows a positive trend with 9th grade students scoring at 44% proficient 2022, 12% points higher than the percent (32%) showing proficient in 2021.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest area for improvement at Boca Ciega High School is in Algebra 1. Although cycle two progress monitoring data showed a 1% lag behind the district average, we fell 6% points (20%) behind the district on the Algebra 1 EOC while the state average is 31%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Boca Ciega High School implemented the Pre-AP Algebra 1 and the College Board Pre-AP Framework for the 2021-2022 school year. One contributing factor could be the adjustment to a new set of instructional materials and the alignment of those materials to district instructional materials and their alignment to the Alg. 1 EOC. Another contributing factor could be that not all instructors took advantage of district provided facilitated planning offered specifically for schools who adopted the Pre-AP Framework. Actions steps for the 2022-2023 school year will be to further support teachers utilizing the Pre-AP Framework, incentivize attendance at facilitated planning sessions and to further support teachers with it's implementation. In addition, Algebra 1 teachers will need to strengthen how they analyze and use data to inform instruction and improve student achievement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Boca Ciega High School showed the most improvement in 9th grade ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Components positively impacting student achievement scores include strong administrative leadership, strong instructional teacher leaders, common planning time, common lessons and explicit plans for reteaching and reassessing struggling standards. With a change in instructional and leadership staff, 2022-2023 action steps include rebuilding the model used in 2021-2022.

What strategies will need to be implemented in order to accelerate learning?

Strategies needed to accelerate learning include utilizing data to asses where students are in their learning, on going site-based instructional practices PD that provides teachers with effective scaffolding and differentiated instruction strategies, checks for understanding and the use of formative assessments to determined what reteaching should occur if needed. Additionally, a continued emphasis will be placed on the BCHS Best Instructional Practices, restorative practices, PBIS, culturally relevant teaching and collaboration strategies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Boca Ciega High School has a comprehensive site-based professional development calendar that includes monthly subject area PLCs, AVID site team, AP teachers PLCs, and full staff professional developments.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services to ensure sustainability include common planning and lunch for like subjects and tested areas, the use of a uniform AVID strategies walk-through form as a way to provide teachers with timely feedback, daily monitoring of teachers who need the most support, 20 and Out mini PD sessions, the use of school-wide instructional strategies (focused note taking, Learning Goals & Scales) and individual teacher data chats.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 39% as evidenced on the 2021-2022 FSA ELA 9th and 10th grades assessments. We expect our performance level to be 54% by the end of the 2022-2023 school year. The problem/gap is occurring because of the high percentage of students who are scoring below the proficiency level on the FSA ELA. If student reading and writing tasks were more aligned at the appropriate level of complexity and staff engage in a culture in which all are collaborative and focused on reflective practices to improve student learning then the problem would be reduced, and student performance would increase by 15% points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of grade 9 and grade 10 students scoring at proficient will increase from 39% in 20-22 to 54% in the 22-23 school year as measured by the FAST assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal will monitor the functions and involvement of the assistant principal leading work in English and Reading. Monitoring will occur in ELA through FSAT, ThinkCERCA, & Pre-AP Learning Check-points. Monitoring will occur in Reading via Lexia Power Up, Applerouth, and Performance Matters. Additionally, administrators will participate in classroom walkthroughs and provide teachers with actionable feedback. All these data points will be routinely analyzed to determine instructional next steps and plans for remediation.
Person responsible for monitoring outcome:	Angela Lewis (lewisang@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthen staff ability to develop lessons that are aligned to the ELA BEST standards. Strengthen staff readiness to engage in the calibration of student work samples to improve task and target alignment and reading/writing scoring consistencies.
Rationale for Evidence-based Strategy: Explain the rationale for	If teachers create engaging lessons that are task and target aligned to the BEST standards and use authentic student work samples to drive teaching and learning, then teacher effectiveness will improve, and students will apply the content at a higher level of rigor and autonomy to increase proficiency by 15% as measured by FAST. These strategies are needed to assist teachers by helping them maximize their instructional

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	impact. The criteria used to make this determination is our FSA ELA results, cycle data, and input from our literacy department.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Throughout the school year, administrator's complete classroom walkthroughs and observations to monitor and support the implementation of the use of grade- appropriate, B.E.S.T. benchmarks-aligned, complex texts, the Pre-AP Framework and connected tasks in reading and ELA classrooms.

Person Responsible	Jennifer Gil (gilje@pcsb.org)

ELA and Reading teachers will receive professional development around B.E.S.T. benchmarks, target/ task alignment, and AVID strategies (Focused-Note Taking, Socratic Seminars with anchor text and the AVID Binder) to increase the fidelity and routine use of such strategies in all ELA and Reading classes.

Person Responsible	Angela Lewis (lewisang@pcsb.org)

Teachers will design learning activities that are aligned to BEST Benchmarks to provide feedback to students on their current level of performance and where they should be headed.

Person Responsible	Angela Lewis (lewisang@pcsb.org)

Teachers will utilize digital tools to enhance the learning experience and to further engage students in complex task and/or collaborative activities, while remaining the key facilitators of learning in the classroom.

Person Responsible	Angela Lewis (lewisang@pcsb.org)

Teachers will attend PLCs at least once per month to analyze overall student performance data and student work samples to inform and differentiate instruction, with an increased focus on the performance of ESE students.

Person Responsible	Angela Lewis (lewisang@pcsb.org)

All reading classes to increase the use of daily/weekly small group instruction to provide opportunities for flexible and differentiated learning.

Person Responsible	Angela Lewis (lewisang@pcsb.org)

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

Person Responsible	Angela Lewis (lewisang@pcsb.org)

Continue utilizing 12th grade student classroom teaching assistants for all English 1 and 2 classes in order to serve as a mentor and as a scaffold to engage all students in rigorous tasks.

Person Responsible	Angela Lewis (lewisang@pcsb.org)

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

Person Responsible	Angela Lewis (lewisang@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 27% as evidenced on the 2021-2022 FSA Alg. 1 EOC and Geo. EOC assessments. We expect our performance level to be 41% by the end of the 2022-2023 school year. The problem/gap is occurring because of the high percentage of students do not possess mastery of prerequisite skill needed to be successful in Algebra 1.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of students meeting proficiency will increase from 27% to 41%, as measured by the 2022-2023 FSA Algebra 1 and Geometry EOCs.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal will monitor the functions and involvement of the assistant principal leading work in Algebra and Geometry. The assistant principal will engage teachers in a monthly PLC that involves the review of data, lesson planning, the Pre-AP Framework, IXL and Imagine Math usage, alignment to district resources and student work. Progress monitoring data from quarterly cycle assessments and Pre-AP Learning Check-points will be reviewed and analyzed to determine next steps and plans for remediation and reteaching.
Person responsible for monitoring outcome:	Edward Lane (lanee@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student. Strengthen staff ability to develop lessons that are aligned to the ELA BEST standards and the use of MTR's.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	The intent of the provided strategies is to assist teachers in maximizing their pedagogy so that it is impactful on student learning, thereby providing evidence that can be seen in FSA EOC, Cycle Assessment, and BCHS Math department assessment results.

**used for selecting
this strategy.**

• Teachers engage in course-specific PLCs to review assessment data, identify trends and next steps. (Creating content specific common assessments to support data discussion)
• Teachers who teach the same course utilize the same grading scales and create common assessments to support data conversations.
• Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content. (Utilize textbook resources for formative assessments and district resources)
• Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting as a way to decrease 9th and 10th grade course failures in Pre-AP Algebra 1 and Geometry.
• Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices. The administrator will routinely monitor the use of IXL, Imagine Math and Pre-AP Learning checkpoints.
• Teachers utilize formative and summative assessments data to determine areas of low proficiency and remediation needs for students so that they are able to be reassessed. (Create a plan so that this occurs it support student achievement).

Implement monthly MTR strategy walks that include the principal, administrator and math instructors.

**Person
Responsible**   Edward Lane (lanee@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 50% as evidenced on the 2021-2022 FSA Biology EOC assessment. We expect our performance level to be 54% by the end of the 2022-2023 school year. The problem/gap is occurring because a large percentage of students begin the biology course behind grade level in reading comprehension.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of students meeting proficiency will increase from 50% to 54%, as measured by the 2022-2023 FSA Biology EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal will monitor the functions and involvement of the assistant principal leading work in Biology. The assistant principal will engage teachers in a monthly PLC that involves the review of data, lesson planning, the Pre-AP Framework, alignment to district resources and student work. Progress monitoring data from quarterly cycle assessments and Pre-AP Learning Check-points will be reviewed and analyzed to determine next steps and plans for remediation and reteaching.
Person responsible for monitoring outcome:	Derrik Craun (craund@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers utilize instructional practices that support writing, inquiry, collaboration, organization, and reading (WICOR) to raise achievement levels and close the achievement gap in science in addition to the use of common formative assessments and Performance Matters cycle assessment to determine reteaching needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA Biology EOC results, cycle data, and input from our Science department.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

• Teachers intentionally plan in Professional Learning Community (PLC) groups and facilitated planning for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies. In additional to WICOR strategy, the administrator will lead teachers in analysis of student performance data on common and cycle assessments to determine reteaching needs.
• Teachers include WICOR strategies into daily lesson plans that support students at all levels.
• Administrators help organize strategy walks or demonstration days for science teachers to view and reflect on the effective implementation of AVID WICOR strategies.
• Teachers and administrators receive professional development around inclusion WICOR strategies that include movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.
• Administrators frequently observe classrooms for effective use of WICOR strategies, provide constructive feedback to teachers and collaborate to determine next steps.
Teacher will utilize data from common assessments and cycle assessments to determine plans for remediating benchmarks that include reteaching and reassessing students.

Person Responsible   Derrik Craun (craund@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 58% as evidenced on the 2021-2022 FSA US History assessment. We expect our performance level to be 62% by the end of the 2022-2023 school year. The problem/gap is occurring because a large percentage of students begin the US history course behind grade level in reading comprehension.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage 11th grade students scoring as proficient will increase from 58% in 20-22 to 62% in the 22-23 school year as measured by the FSA US History EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal will monitor the functions and involvement of the assistant principal leading work in Social Studies courses. The assistant principal will engage teachers in a monthly PLC that involves the review of data, lesson planning, alignment to district resources and student work. 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:	Danielle Spurgeon (spurgeond@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers utilize instructional practices that support writing, inquiry, collaboration, organization and reading (WICOR) to raise achievement levels and close the achievement gap in social studies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our US History EOC results, cycle data, and input from our Social Studies department.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

• Teachers include WICOR strategies into daily lesson plans that support students at all levels. (See WICOR in Social Studies instructional strategies matrix for specific recommendations on strategies to implement)

• Teachers receive professional development around inclusion WICOR strategies that include movement,

collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.
• Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies and create instructional materials aligned to the rigor of content benchmarks.
• Administrators help organize strategy walks or demonstration days for social studies teachers to view and reflect on the effective implementation of WICOR instructional practices.

Teachers will utilize progress monitoring data from common assessment and Performance Matters cycle assessment to determine the need of reteaching and reassessment plans.

Person Responsible   Danielle Spurgeon (spurgeond@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of performance is 39%, as evidenced in 2021-2022 ESSA Federal Index. We expect our performance level to be at 45% by the end of the 2022-2023 school year. The problem/gap is occurring because students may struggle with instructional standards in core classes.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our ESSA Federal Index for students with disabilities will increase from 39% to over 41% during the 2022-2023 school year, as measured by the ESSA Federal Index.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Continuous monitoring of cycle assessment and Pre-AP Learning Checkpoint data. Quarterly meetings with VE specialist and case managers to track progress of students on caseload.
Person responsible for monitoring outcome:	Edward Lane (lanee@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Support students with disabilities in learning the foundational skills they need to engage in rigorous, grade- level content.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	• Provide differentiated, individualized or small-group instruction that is aligned to student's IEP goals and Specially Designed Instruction. Differentiated, individualized, or small group instruction should be aligned to Individualized Education Plan (IEPs). • Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology. • Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work. • Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. • Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems. • Break down complex instructions and skills for students into smaller tasks. • Use visual supports and other prompts to support efficient transitions. • Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly. • Create an inclusive learning environment that celebrates students' unique talents as well as needs!

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#6. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 26%, as evidenced by the 2021-2022 FSA ELA proficiency of black students. We expect our performance level to be 41% by the end of the 2022-2023 school year. The problem/gap is occurring because of the high percentage of black students who are scoring below the proficiency level on the FSA ELA when entering high school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of grade 9 and grade 10 black students scoring as proficient will increase from 23% in 2021-2022 to 24% in 2022-2023 school year as measured by the FSA ELA assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal will monitor the functions and involvement of the assistant principal leading work in English and Reading. Monitoring will occur in ELA through FSAT, ThinkCERCA, & Pre-AP Learning Check-points. Monitoring will occur in Reading via Lexia Power Up, Applerouth, and Performance Matters. Additionally, administrators will participate in classroom walkthroughs and provide teachers with actionable feedback. All these data points will be routinely analyzed to determine instructional next steps and plans for remediation.
Person responsible for monitoring outcome:	Angela Lewis (lewisang@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthen staff ability to develop lessons that are aligned to the ELA BEST standards. Strengthen staff ability to implement culturally, relevant teaching practices in the classroom. Strengthen staff readiness to engage in the calibration of student work samples to improve task and target alignment and reading/writing scoring consistencies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	If teachers create engaging lessons utilizing culturally relevant teaching practiced that are task and target aligned to the BEST standards and use authentic student work samples to drive teaching and learning, then teacher effectiveness will improve, and students will apply the content at a higher level of rigor and autonomy to increase proficiency by 15% as measured by FAST. These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA ELA results, cycle data, and input from our literacy department.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible   Jennifer Gil (gilje@pcsb.org)

#7. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 74%, as evidenced in College and Career Acceleration Performance data from 2021-2022. We expect our performance level to be 80% by the end of the 2022-2023 school year. The problem/gap is occurring because a lack of students completing industry certifications or AP/DE qualifying scores.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of 12th grade students graduating with a college or career readiness measure will increase from 74% to 80%, as measured by the Florida Department of Education by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Continue to monitor acceleration cohort report to ensure as many students as possible have access to an acceleration opportunity. Utilize the AP Potential Report during the recruitment process for AVID and AP to ensure student are taking courses aligned with their current skillset, setting them up for higher likelihood of success.
Person responsible for monitoring outcome:	Jennifer Gil (gilje@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Leverage the collaboration between your AVID site team and school counseling team to build a culture of high expectations for all students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies are needed to assist students by ensuring they have access (and are successful) in pathways that lead to college and career readiness. The criteria used to make this determination is our college and career readiness results from 2021-2022.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

• Ensure all school counselors are active members of the AVID site team.
• AVID Site Team and school counselors meet at least monthly, within the AVID site team, to collaboratively plan the action steps and logistics for increasing student access to rigorous courses and academic support, and to advocate for improvements to school practices related to rigorous instruction and advanced courses at each grade level.
• Plan, implement, and monitor a course request process that provides equitable access to rigorous coursework that aligns with the AVID recruitment goals and vision and decreases the existing subgroup opportunity gaps.
• Build, coach, and monitor academic support structures to impact student achievement at all levels. For example, ELP for students needing acceleration, AVID for students in the middle, and enrichment activities for high achievers.
• Plan to confront barriers and address equity in school policies and written documents and ensure that student enrollment in rigorous college preparatory courses reflects school demographics.

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

• Conduct AVID recruitment efforts with input and guidance from all school counselors.

• Plan, implement, and monitor a post-secondary awareness articulation plan for all grade levels.

• Plan, implement, and analyze schoolwide student high expectation surveys as required by the AVID CCI Provide ongoing PD for staff related to AVID Focused Note-Taking and collaborative student group to ensure all students who are stretching themselves in rigorous course get the appropriate instructional scaffolds necessary to be successful.

Person Responsible   Jennifer Gil (gilje@pcsb.org)

#8. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of performance is 88%, as evidenced in 2021-2022 FLDOE graduation rate. We expect our performance level to be 95% by the end of the 2022-2023 school year. The problem/gap is occurring because some of our students have literacy and mathematics skill deficits, which discourages these students from attaining on-time graduation completion.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of 12th grade students meeting on-time graduation requirements will increase from 88% to 95%, as measured by the FLDOE graduation rate.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Weekly monitoring of the 2019 cohort and the running graduation rate.
Person responsible for monitoring outcome:	Jennifer Gil (gilje@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	These strategies are needed to assist students by ensuring they complete all graduation requirements for on-time graduation.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Boca Ciega High School will sustain a positive school culture and environment by;
1. Using Tier 1 PBIS strategies (Pirates ARRR!) which are culturally relevant and evident in each classroom and
common area throughout the school.
2. Implementing and sustaining equitable practices which meet the academic and social emotional
needs of all stakeholders.
3. Using restorative practice strategies to increase the likelihood of fostering and maintaining
student, staff, and stakeholder relationships.
4. Nurture existing relationships with community partners and mentors for the benefit of
guiding students through graduation and their post-secondary plans.
5. The PBIS reboot of Pirates ARRR will be introduced to staff during Pre-School trainings and revisited
during scheduled site-based trainings 1st and 2nd semester.
6. Students will be introduced to Pirates ARRR at New Student Orientation, on the first day of school
through mini-lessons delivered by teachers each period of the day, again during the 2nd week of school at
academy assemblies and periodically throughout the school year via the morning show and teacher
delivered mini-lessons.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The stakeholders involved in establishing and promoting this positive culture and environment
will be the administrators, guidance department, student service team, instructional staff,
support staff, and students throughout the campus of Boca Ciega High School. In addition,
BCHS will continue to evolve the existing partnerships between the high school and local
universities and colleges (PTC, SPC, Stetson & USF).