

School Improvement Plan

2015-2016

Boca Ciega High

Michael A. Grego, Ed.D.
Superintendent



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School Improvement Plan

PART I CURRENT SCHOOL STATUS

Section A School Information

School Name Boca Ciega High	Principal's First Name Michael	Principal's Last Name Vigue
School Advisory Council Chair's First Name Mary	School Advisory Council Chair's Last Name Cuffel	

SCHOOL VISION - What is your school's vision statement?

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

SCHOOL MISSION - What is your school's mission statement?

The Boca Ciega High School: Openings doors to success!

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The process by which the school learns about student's cultures and builds relationships between teacher and students is by promoting diversity through on site clubs such as our Multicultural, Girlfriends, 5000 Role Models, JROTC, and the inclusion of community stakeholders.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school creates an environment where students feel safe and respected before, during and after school by having staff acknowledge and greet students throughout the day, by ensuring each student is aware of the school crisis plan in the form of emergency preparedness drills. In addition to safeguarding students by providing awareness of the additional support by guidance counselors, the school psychologist, social worker, community stakeholders, and assistance from our on campus clinic. The school also has staff stationed in various locations before, during, after school to eliminate any hazards that may arise and to ensure the safety of students.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Our classroom visitation tool is a tool that is available for all administrators in our BCHS database. Every few weeks the 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. Also, Professional development centered around increasing student centered learning opportunities will occur at least 2 times per month. We will also use the BCHS Pirate charts to follow the school code of conduct and set a high level of student expectations and success. Students will use Marzano scales and rubrics to be able to self assess their growth and assess how to improve in the areas that require remediation. The consistent use of WICOR strategies in all classrooms will also encourage positive engagement through the use of collaborative structures.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

With the use of in school counseling, meeting with mentors and teachers, case managers, as well as outside stakeholders and community resources.

PART I	CURRENT SCHOOL STATUS
Section B	School Advisory Council (SAC)
SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?	

Add Member	Delete Member
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SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Mary	Scott	Parent
JoNise	Sherman	Parent
Mimi	Stevens	Parent
Stacey	Hughes	Parent
Regina	Baker	Parent
Sherry	Lewis	Parent
Ann	Sherman-White	Parent
Kelly	Butler	Parent
Aly	Auseklis	Parent
Mary	Cuffel	Parent
Rhonda	Shaw	Parent
Roger	Dunkelberger	Parent
Joan	Passley	Parent
Connie	Diest	Parent
Tammi	Rooney	Parent
Debbie	Leonard	Parent
Steven	Karbowski	Parent
Orlando	Martinez	Teacher
Brad	Bernstein	Assistant Principal
Michael	Vigue	Principal
Pam	Lanning	Community / Alumni
Maya	Hughes	Student
Ashlyn	Baker	Student
Ciara	Lewis	Student
Adrian	White	Student
Jalen	White	Student
Joicherrin	Sherman	Student
Theodore	Sherman	Student
Leo	Passley Jr.	Student

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Alicia	Isaac	Teacher
Thomas	Bradwell	Teacher
Nate	Southern	Teacher
Celia	Ashton	Teacher
Freddie	Whitehead	Teacher
Tequena	Akintonde	Teacher

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Last year, the SIP plan had 14 goals, as stated in the executive summary. These included the following:

1. Increase our reading proficiency to 49%;
2. Increase our reading college readiness to 80%;
3. Increase our writing proficiency to 59%;
4. Increase the percentage of students scoring proficient on the algebra EOC to 36%;
5. Increase the percentage of students scoring proficient on the geometry EOC to 54%;
6. Increase the percentage of students earning a mathematics learning gain to 63%;
7. Increase our math college readiness to 62%;
8. Increase the percentage of students scoring proficient on the biology EOC to 57%;
9. Increase the percentage of students scoring proficient on the US history EOC to 66%;
10. Increase our average student daily attendance rate from 90.5% to 91.5%;
11. Continue to improve the level of student engagement in all classrooms;
12. Close the achievement gap between black and non-black students to our AMO targets;
13. Reduce the number and percent of discipline incidents for each subgroup by 40%; and
14. Continue to increase parent involvement and participation in our monthly parent/community options.

There is still work to be done in several of these areas such as the FSA reading proficiency rate, the mathematics learning gain percentage, and the percentage of students scoring proficient on the biology EOC. The average student daily attendance rate has shown small improvement, but will continue to be an area of focus.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Our school was allocated \$11,016.41 for School Improvement funds for the 2014-2015 school year. These funds were used to promote student achievement through supplemental instructional opportunities for our teachers and students.

SAC SIP INVOLVEMENT - 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.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

School Improvement Funds requests update - SAC funding update
Principal's update and upcoming events

15-16 The BCHS Enrollment trend data review

Course pathways design for incoming 9th graders for 15-16

Student presentations

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The SIP process requires the submission of an application, the review by the team of the application to ensure that is in alignment with the school mission and vision and the funding of the plan through the internal purchase order process. Each project is evaluated by the team and funded on an individual basis.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

N/A

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Michael	Last Name Vigue	Email Address viguem@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 13	# of Years at Current School 5
Certifications (if applicable) Mathematics (grades 5-9), School Principal All Levels			

ASSISTANT PRINCIPAL #1

First Name Van Dora	Last Name Kathleen	Email Address VanDorak@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 6	# of Years at Current School 5
Certifications (if applicable) English (grades 6-12), Educational Leadership (All Levels)			

ASSISTANT PRINCIPAL #2

First Name Fabrizio	Last Name Deborah	Email Address fabriziod@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 17	# of Years at Current School 2
Certifications (if applicable) Physical Education (Grades 6 - 12), General Science (Grades 5 - 9), School Principal (All Levels)			

ASSISTANT PRINCIPAL #3

First Name Derrick	Last Name Craun	Email Address craund@pcsb.org	
Highest Academic Degree Doctor of Education	Field of Study Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 1
Certifications (if applicable) Middle Grades Integrated Curriculum, (Grades 5 - 9), Educational Leadership (All Levels)			

ASSISTANT PRINCIPAL #4

First Name Bernstein	Last Name Brad	Email Address bersteinb@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 1	# of Years at Current School 1
Certifications (if applicable) Physical Education (Grades K - 12), Elementary Education (Grades K - 6), Health (Grades K - 12), Educational Leadership (All Levels)			

PART I	CURRENT SCHOOL STATUS
Section D	Public and Collaborative Teaching
INSTRUCTIONAL EMPLOYEES	

of instructional employees: 105

% receiving effective rating or higher: 94*

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

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 11.4

% reading endorsed: 11.4

% with advanced degrees: 41

% National Board Certified: 1.9

% first-year teachers: 2.9

% with 1-5 years of experience: 26.7

% with 6-14 years of experience: 38.1

% with 15 or more years of experience: 32.4

PARAPROFESSIONALS

of paraprofessionals: 1

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

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

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. The principal then monitors the new staff to ensure they are meeting the goals set by the SIP/District and if there needs to be a mentor assigned to the

staff. He also advises his leadership team when necessary if the new staff needs additional support.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Our school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction includes utilizing Marzano's strategies to continue to build on sound pedagogy, using peer to peer observation, professional development, as well as cultivating positive workplace environment and recognition of staff and student successes. In addition, our school has developed a best practice tool kit consisting of common WICOR strategies in order to promote rigor and student collaboration.

TEACHER MENTORING PROGRAM/PLAN - 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.

PART I **CURRENT SCHOOL STATUS**

Section E **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Tier 1-3 data reoccurring topics are:
 Discipline and interventions
 Student academics and teacher grade distribution
 Benchmarks of quality
 Grad Point and ELP progress monitoring
 Grade level at-risk student progress monitoring
 ACT/SAT assessment registration
 Absences and tardiness

Regular topics to be included each week:

Average daily attendance trends
 Enrollments and withdrawals
 New or updated database alerts
 Quarter One (8/24 – 10/16):
 8/31 Enrollment, withdrawal, DNE
 9/8 ACT/SAT registration
 9/14 Discipline / Interventions
 9/21 Absences, tardy, anomalies
 9/28 At-risk 12th
 10/5 At-risk 11th and 10th
 10/12 Grad Point and ELP
 Q/4 Academics / grade dist.

Quarter One (8/24 – 10/16):
 8/31 Enrollment, withdrawal, DNE
 9/8 ACT/SAT registration
 9/14 Discipline / Interventions
 9/21 Absences, tardy, anomalies
 9/28 At-risk 12th
 10/5 At-risk 11th and 10th
 10/12 Grad Point and ELP

Quarter Two (10/20 – 1/5/16):

10/20 Discipline/ Interventions
 10/26 ACT/SAT registration
 11/2 At-risk 9th
 11/9 At-risk 10th
 11/16 Academics / grade dist.
 11/30 At-risk 11th
 12/7 At-risk 12th
 12/14 Benchmarks of quality
 1/5/16 ACT/SAT registration

Quarter Three (1/6/16 – 3/11):
 1/11 New enrollments, withdrawals
 1/19 Discipline / Interventions
 1/25 Academics / grade dist.
 2/1 Grad Point and ELP
 2/8 Absences, tardy, anomalies
 2/16 At-risk 9th
 2/22 At-risk 10th and 11th
 2/29 At-risk 12th
 3/7 ACT/SAT registration

Quarter Four (3/15 – 6/7):
 3/15 Discipline / Interventions
 3/28 At-risk 12th
 4/4 Academics / grade dist.
 4/11 ACT/SAT registration
 4/18 Grad Point and ELP
 4/25 Benchmarks of quality
 5/2 Absences, tardy, anomalies
 5/9 EAS referrals for 16-17
 5/16 At-risk 12th / EAS referrals
 5/23 At-risk 12th
 5/31 At-risk 12th/MTSS 16-17 plan

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

[Add Member](#) [Delete Member](#)

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Michael	Vigue	Principal
Deborah	Fabrizio	Assistant Principal
Brad	Bernstein	Assistant Principal
Ameilia	Neal	Psychologist
Tayla	Howard	Social Worker
Mary	Dias	Guidance Counselor
Alison	Meyer	Guidance Counselor
Andrea	Fonti	ESE Compliance and VE Specialist
Thomas	Seriani	Behavior Specialist
Scott	Mason	MTSS Coach
Jennifer	Cobin	Suncoast Therapist

MTSS Team Member First Name	MTSS Team Member Last Name	Position
TBA	TBA	Teen Parent Social Worker
Joan	Love	Guidance Counselor
Nancy	Randolph	Guidance Counselor
Kathleen	Van Dora	Assistant Principal
Derrick	Craun	Assistant Principal

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor 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.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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, Performance Matters, SRI, and our internal BCHS database.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Staff understanding is supported through MTSS efforts in weekly subject area professional learning communities (PLCs).

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Our school ensures its core instructional programs and materials are aligned to Florida Standards by using standards driven assessments and data driven instruction. We focus on curriculum that has been developed in concert with the Florida Standards and is aligned with the vision, mission, and school goals. We use instructional materials that are focused on higher order thinking skills, critical analysis, and metacognitive strategies. In addition, in order to prepare students for the performance based assessments, we use a variety of informal and formal assessment tools across the curriculum. Students can be expected to learn through explicit instruction, modeling, collaborative structures, and individual assignments including rubrics, writing prompts, multiple choice assessments, and technology based intervention strategies.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our school uses data to provide and differentiate instruction to meet the diverse needs of students by first reviewing the student assessment data and trends and appropriating the necessary curriculum to meet those needs. We offer an Extended Learning Program (ELP), select Saturday tutoring, Summer Bridge, ACT Boot camp, SAT Prep, Credit Recovery, Algebra EOC Boot camp, as well as offering math and reading courses to supplement and differentiate instruction. For our ESE/ELL population we offer classroom assistants within the general education classroom, we offer support facilitation, and case managers interact with students on a weekly basis by visiting

classrooms, progress reports, and one on one mentoring with feedback. When necessary we use mentors, the guidance counselors, social worker, school psychologist, behavior specialist, as well as our MTSS personnel to support our students and aid in their goals for success.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

The following research based strategies are used:

1. Extended school day for all students of 30 extra instructional minutes per day

Minutes added to the school year: 5,400

What is/are the strategy's purpose(s) and rationale(s)?

The strategy's purpose and rationale is to support the students, parents, staff and stakeholders in an effort to meet the vision and mission of BCHS which is 100% Student Success. Our Mission is to Open Doors to Success for Our Students! The rationale is to be compliant with PCSB's mission which is Educate and prepare each student for college, career, and life.

Provide a description of the strategy below.

Extension of the school day for all students allows us to better meet the remediation and/or enrichment needs of our students. It also provides our students with an increase of literacy instruction each day.

How is data collected and analyzed to determine the effectiveness of this strategy?

Through the MTSS team - see weekly data reviews listed above

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Leadership Literacy/AVID, School Improvement, SAC, and MTSS teams

INSTRUCTIONAL STRATEGY #2

Strategy Type

2. Credit recovery, course tutoring, and assessment preparation after school three days per week throughout the school year

Minutes added to the school year: 6,600

What is/are the strategy's purpose(s) and rationale(s)?

Increased learning time, college and career readiness, proficiency skill development, and increase in early warning system/MTSS data points.

Provide a description of the strategy below.

After school credit recovery, course tutoring, and assessment skill preparation.

How is data collected and analyzed to determine the effectiveness of this strategy?

Through the MTSS team and through Extended Learning Program (ELP) academic and attendance data summary reports.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Principal

INSTRUCTIONAL STRATEGY #3

Strategy Type

3. We will conduct Grad Point credit recovery for core subject areas (English I-IV, Algebra IA-Algebra II, Geography-Economics, and Earth/Space Science-Chemistry) every Monday-Thursday from 8:00 am to 11:00 am for seven weeks (6/13/16 through 7/28/16).

Minutes added to the school year: 4,860

What is/are the strategy's purpose(s) and rationale(s)?

Credit recovery for core subject areas is needed to help students maintain pace for on time graduation and college/career readiness.

Provide a description of the strategy below.

Grad Point credit recovery program with core subject area certified teachers will provide direct instruction for our students as they work through courses needed to recover lost credits or to improve GPA.

How is data collected and analyzed to determine the effectiveness of this strategy?

Through the MTSS team and through Extended Learning Program (ELP) academic and attendance data summary reports.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Principal

INSTRUCTIONAL STRATEGY #4

Strategy Type

4. Formal subject area PLCs in addition to informal collaboration opportunities through common planning every other day for all instructional staff in order to implement school wide goals.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Common planning is provided for all subject area teachers every other day throughout the school year.

Provide a description of the strategy below.

Subject areas will meet for 45 minutes in PLCs to align data to school instructional, assessment, and engagement goals to best meet the needs of their students.

How is data collected and analyzed to determine the effectiveness of this strategy?

Through monthly Instructional Leadership meetings

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Who is/are the person(s) responsible for monitoring implementation of this strategy?

Principal, assistant principal, subject area department heads, and literacy/math/science staff developers

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

<p>Guidance Counselors and Assistant Principals visit middle to advise and inform students of the process. These students are encouraged to register for classes and their assessment data is pulled to determine the needs of remediation, if any. Our students are welcomed through the summer prior to their freshmen year to attend our Summer Bridge programs. Additionally, we host several student orientation sessions and a back to school parent night. Our outgoing students are supported by guidance counselors, mentors, and instructional staff as they develop a portfolio of college and career readiness that requires them to think through pertinent topics such as evaluation, application, and transition to matriculation. These students develop the portfolio as part of their course study program, and the portfolio is available to our AVID, Fundamental, Magnet, and traditional students.</p>
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COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

<p>The Leadership Team analyzes the High School Feedback Report to determine strengths, weaknesses and problem solving gaps in data. 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.</p>
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Describe how the school integrates vocational and technical education programs.

<p>The school integrates vocational and technical education programs by allowing students to attend vocational and technical education programs during the school day using a modified day schedule. The students attend school for half of the day and an alternate placement at a local technical college school for the other portion of their instructional time. These students earn various certifications which translate directly to job skills and employment potential. Additionally, the school includes courses that offer certifications in Microsoft Suite Products. Our AP Digital Art students can earn Adobe Creative Cloud certification. The Center for Wellness and Medical Professions allows students to earn medical certifications. In addition, students are used on the athletic teams as athletic trainers. There is a group of HOSA, Health Occupations Students of America, present and being taught and trained through their coursework.</p>

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

<p>The Leadership Team analyzes the High School Feedback Report to determine strengths, weaknesses and problem solving gaps in data. 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.</p>

PART I	CURRENT SCHOOL STATUS
Section G	Literacy Leadership Team (LLT)
LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..	

Add Member	Delete Member
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LLT Member First Name	LLT Member Last Name	Title	Email
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LLT Member First Name	LLT Member Last Name	Title	Email
Janet	Harris	Literacy Coach	harrisjan@pcsb.org
Kathleen	Van Dora	Assistant Principal for Curriculum	vakdorak@pcsb.org
Derrik	Craun	Assistant Principal	craund@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Our Literacy Leadership Team in conjunction with our AVID Site Team creates capacity of reading knowledge within the school by focusing on the following areas of literacy:

- 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 Scaffolded Research Project differentiated by grade level
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
- WICOR
 - Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction)

MAJOR INITIATIVES - 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 Florida Standards for Literacy in Social Studies, Science, and Technical Subjects
- Scaffolded Research Project differentiated by grade level
- inclusion of best practice WICOR strategies in all classrooms
- Quarterly strategy walk professional development

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section A **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) **Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
43	41	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
19		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25	59	55

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75	41	45

LEARNING GAINS

Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	56		
Black/African American	28		
Hispanic	54		
Asian	72		
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)	22		
Economically Disadvantaged	29		

POSTSECONDARY READINESS

Four-Year 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.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
78	71	74

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL**Area 1: English Language Arts (Reading)**

What is your school's reading goal? Provide a description of the goal below.

Reading goal is to show a 6% increase in overall reading proficiency percentages.

Provide possible data sources to measure your reading goal.

FSA, SRI, Performance Matters, DecisionEd, FOCUS, and internal database.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase reading across the curriculum, aligned to Florida Standards.	Incorporate document based questioning and text dependent lessons across the curriculum.
Action 2	Plan to Implement Action 2
We will utilize AVID strategies across all content areas.	Teachers attended various AVID Path trainings throughout the summer of 2015 . We will continuously discuss AVID strategies in PLCs and staff meetings in addition to teaching/utilizing AVID strategies in our classrooms throughout the school year.
Action 3	Plan to Implement Action 3
We will develop student interest in literacy themed events and programs held on campus during the school day.	Encourage student participation in Celebrate Literacy Week, Summer Reading Program, and Florida Reads.
Action 4	Plan to Implement Action 4
We will offer extended learning programs to students needing or desiring remediation.	Recruit, Train, Monitor and assess staff to implement extended learning programs for student benefit.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section B****Area 2: English Language Arts (Writing)****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
54		

FLORIDA ALTERNATE ASSESSMENT (FAA)**Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL**Area 2: English Language Arts (Writing)**

What is your school's writing goal? Provide a description of the goal below.

Our school writing goal is to increase writing abilities as measured by the FSA ELA to 45% across the curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports.

Provide possible data sources to measure your writing goal.

PMRN, FSA, DecisionEd, FOCUS, internal database, PERT, SAT, and ACT scores.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional Strategies to increase writing across the curriculum, aligned to Florida Standards.	Include Text based questioning and document based questioning in subject area PLC's and attend Core Connections professional development.
Action 2	Plan to Implement Action 2
Encourage writing in advanced and remedial courses.	Include ELA supports for the writing courses, AP courses, and Dual Enrollment courses.
Action 3	Plan to Implement Action 3
To ensure every student who graduates from Boca Ciega High School is equipped with effective writing and research skills, each grade level will be required to complete a research paper.	The Research Paper criteria is scaffolded across all course levels and will be implemented through all English teachers. This project will utilize AVID strategies in order to support student proficiency and will count towards students' quarter grades.
Action 4	Plan to Implement Action 4

We will offer extended learning programs to students needing or desiring remediation.	Include ELP resources for students to support English and Language arts courses as well as AP, ACT, SAT, and PERT writing assessments.
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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section C **Area 3: Mathematics**
FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	50	56

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	42	44

LEARNING GAINS **Area 3: Mathematics**

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59		

ANNUAL MEASURABLE OBJECTIVES (AMOs) **Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	58		
Black/African American	36		
Hispanic	66		
Asian	80		
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)	19		
Economically Disadvantaged	35		

POSTSECONDARY READINESS

Four-Year 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.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58	50	55

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28	28	35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3		

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
49		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Our Algebra EOC goal is to increase the tested students (students who have not yet passed the algebra EOC) to 35% during both the fall and spring EOC assessments. For the Geometry EOC our goal is to increase pass rate to 54%. Our school math goals are to increase mathematics abilities across the curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports. Our goal is to enhance the curriculum of each class using data based decision making, data analysis in class, including students in their own data analysis, and encouraging math supports for all curriculum.

Provide possible data sources to measure your mathematics goal.

EOC, DecisionEd, FOCUS, Performance Matters, internal databases, PERT, SAT, and ACT scores. Carnegie Mathematics will also be used in all algebra classes.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase mathematics across the curriculum.	Incorporate document based questioning, WICOR/AVID strategies, data analysis, and text dependent mathematics lessons across the curriculum. Carnegie math program will also be used.
Action 2	Plan to Implement Action 2
We will offer double block math classes for all students who have not passed the Algebra EOC.	Students who have not received an Algebra credit will be enrolled in double blocks (full year) of Algebra 1A for the first semester along with Algebra 1B the second semester. Students who already earned an Algebra credit but have not passed the Algebra EOC will be enrolled in an Algebra remediation course until proficiency is evident.
Action 3	Plan to Implement Action 3
Utilize Carnegie Math program in order to progress monitor, reteach, and differentiate math instruction.	All Algebra 1 teachers will regularly utilize Carnegie Math on an ongoing basis and Liberal Arts Math 1 students will utilize Think Through Math.
Action 4	Plan to Implement Action 4

We will offer extended learning programs in order to tutor students and offer course remediation.	Include ELP resources for students to support Mathematics courses, informal and formal assessments as well as AP, ACT, EOC, SAT, and PERT assessments. We will utilize Gradpoint for course remediation purposes.
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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	75	67

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67	25	33

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57	55	59

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18	20	21

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL **Area 4: Science**

What is your school's science goal? Provide a description of the goal below.

Our Biology EOC goal is to increase the pass rate to 59% for the EOC. Our school science goal is to increase science abilities across the curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports. Our goal is to enhance the curriculum of each class using data based decision making, data analysis in class, including students in their own data analysis, use of science labs, and encouraging science supports for all curriculum.

Provide possible data sources to measure your science goal.

EOC, DecisionEd, FOCUS, internal databases, progress reports, report cards, MTSS and Leadership feedback, mentor data, PERT, SAT, AP, and ACT scores.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase science capacity across the curriculum.	Incorporate document based questioning and text dependent lessons across the curriculum.
Action 2	Plan to Implement Action 2
Provide added instruction and remediation in EOC focus areas.	Use Cycle Assessment Data to identify and encourage students to participate in after school ELP for Science EOC exam courses.
Action 3	Plan to Implement Action 3

Implement backwards mapping in order to align course pacing guides to our school calendar.	Work will be completed and revisited in our Science PLCs along with guidance from or Science Coaches.
Action 4	Plan to Implement Action 4
We will offer extended learning programs to students needing or desiring remediation.	Include ELP resources for students to support science courses, informal and formal assessments as well as AP, ACT, EOC, SAT, PERT, and the ASVAB assessments.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
8	10

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4	8	12

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14	13	16

Completion Rate for Students Enrolled in Accelerated STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	7.1	10

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
100	100

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL	Area 5: Science, Technology, and Mathematics (STEM)
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What is your school's STEM goal? Provide a description of the goal below.

Our school goal is to increase STEM abilities across the PLTW curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports. Our goal is to enhance the curriculum of each class using data based decision making, data analysis in class, including students in their own data analysis, and encouraging STEM supports for all curriculum. Increase

the number of student related STEM experiences, student enrollment in one or more accelerated STEM courses, and participation in student experiences in STEM related areas, i.e. robotics, field trips, science fairs, competitions.

Provide possible data sources to measure your STEM goal.

PLTW enrollments and industry certifications.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase STEM capacity across the curriculum.	Incorporate document based questioning and text dependent lessons across the curriculum.
Action 2	Plan to Implement Action 2
Increase the number of incoming Freshman into our Project Lead the Way program courses.	Work alongside feeder middle schools to increase students' awareness of our STEM related courses.
Action 3	Plan to Implement Action 3
Increase the number of student related STEM experiences, student enrollment in one or more accelerated STEM courses, and participation in student experiences in STEM related areas, i.e. robotics, field trips, science fairs, competitions.	Encourage student attendance at science fairs, develop higher level science projects, and encourage field trips to a variety of local ecology and environmental themed locales, support robotics club and local technology education programs through concurrent enrollment programs with local community colleges and technical schools.
Action 4	Plan to Implement Action 4
We will offer extended learning programs to students needing or desiring remediation.	Include ELP resources for students to support CTE courses, informal and formal assessments as well as certification exams.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section F Area 6: Career and Technical Education (CTE)

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	30	37

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	30	37

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
100	100

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	5	7

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
60	32

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	17	25

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
2	2	2

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL **Area 6: Career and Technical Education (CTE)**

What is your school's CTE goal? Provide a description of the goal below.

Our school goal is to increase CTE abilities across the CWMP curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports. Our goal is to enhance the curriculum of each class using data based decision making, data analysis in class, including students in their own data analysis, and encouraging CTE supports for all curriculum.

Provide possible data sources to measure your CTE goal.

CWMP enrollments and industry certifications.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase CTE capacity across the curriculum.	Incorporate document based questioning and text dependent lessons across the curriculum.
Action 2	Plan to Implement Action 2
Continue to grow our Health Unit Coordinator, CNA, PLTW, and Microsoft Bundle enrollments.	Run advanced reports to monitor and increase the percentage of students earning industry certification.
Action 3	Plan to Implement Action 3
We will develop student interest in content themed events and programs held on campus during the school day and integrated curriculum in CWMP core classes.	Encourage field trips to a variety of local medical field related trips through concurrent enrollment programs with local community colleges and technical schools.
Action 4	Plan to Implement Action 4
We will offer extended learning programs to students needing or desiring remediation.	Include ELP resources for students to support CTE courses, informal and formal assessments as well as industry certification exams.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	27	34

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32	41	44

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL

Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

Our US History EOC goal is to increase the EOC pass rate to 78%. Our school goal is to increase science abilities across the curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports. Our goal is to enhance the curriculum of each class using data based decision making, data analysis in class, including students in their own data analysis, and encouraging science supports for all curriculum.

Provide possible data sources to measure your social studies goal.

EOC, SRI, Performance Matters, DecisionEd, FOCUS, internal databases, PERT, SAT, ACT scores, club rosters, field trip rosters.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase social studies capacity across the curriculum.	Incorporate document based questioning and text dependent lessons across the curriculum.
Action 2	Plan to Implement Action 2
Social Studies teachers will regularly incorporate WICOR and DBQ strategies in order to increase rigor in all courses.	Encourage Social Studies teachers to attend AVID training and implement on-going professional development on WICOR strategies throughout our PLCs.
Action 3	Plan to Implement Action 3
Implement backwards mapping in order to align course pacing guides to our school calendar.	Work will be completed and revisited in our Social Studies PLCs.
Action 4	Plan to Implement Action 4
We will offer extended learning programs to students needing or desiring remediation.	Include ELP resources for students to support Social Studies courses, utilize GradPoint for course recovery, and utilize informal and formal assessments as well as AP, ACT, EOC, SAT, and PERT.

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section H

Area 8: Early Warning Systems

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	21	27	24
Grade 10	23	27	24
Grade 11	23	22	19
Grade 12	25	22	19

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	25	25	22
Grade 10	28	25	22
Grade 11	29	26	23
Grade 12	33	37	34

SUSPENSIONS

Area 8: Early Warning Systems

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	59	49	46
Grade 10	61	52	49
Grade 11	61	49	46
Grade 12	51	55	52

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	23	19	17
Grade 10	16	21	19
Grade 11	15	16	14
Grade 12	15	16	14

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	30	30	27
Grade 10	26	29	26
Grade 11	28	26	23
Grade 12	13	26	23

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	8	12	10
Grade 10	6	7	6
Grade 11	6	5	4
Grade 12	3	2	1

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	11	9	8
Grade 10	12	7	6
Grade 11	10	6	5
Grade 12	6	3	2

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	6	4	3
Grade 10	7	2	1
Grade 11	4	0	0
Grade 12	2	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	1	2	1
Grade 10	1	1	0
Grade 11	1	1	0
Grade 12	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0.2	0
Grade 10	0	0	0
Grade 11	0	0.2	0
Grade 12	0	0	0

RETENTIONS**Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	5	11	5
Grade 10	6	9	4
Grade 11	3	4	2
Grade 12	1	1	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	30		
Grade 10	26		
Grade 11	17		
Grade 12	14		

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	27	12	5
Grade 10	25	14	7
Grade 11	20	21	15
Grade 12	1	1	0

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	17	12

MULTIPLE EARLY WARNING INDICATORS**Area 8: Early Warning Systems**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	37	19	14
Grade 10	35	30	25
Grade 11	21	17	12

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12	4	2	1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Our school uses an extended learning program which is staffed by one ESE certified staff member and one content area instructor daily. The discipline process includes supports that facilitate the student remaining within the school during the school day or reporting for additional instruction in an alternative environment. The MTSS and leadership teams monitor student attendance, grade, and assessment data in regular meetings, following up with students in need of additional tiers of support. These supports extend into the classroom and are available for all students. We offer ACT Boot camps, EOC Boot Camps, and other testing supports, developed in concert with the changing needs of the testing and enrichment needs of our student body. Our block schedule allows for additional time with remediation and our teachers use data analysis for lesson planning and student tracking data. Students are encouraged to track their own growth and development and seek additional resources and supports when necessary.

DROPOUT PREVENTION

Area 8: Early Warning Systems

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	0	0

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
85		

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80		

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
85		

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
86		

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Describe and identify goals, targets, and actions for Black student achievement.

Add Target Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Achieve higher graduation rates by individually progress monitoring at-risk African American Students throughout their four years of high school. The at-risk students are continuously identified through our MTSS team, and MTSS members are assigned to individual students for immediate follow-up for action steps to address the at-risk factor (i.e. attendance, assessment proficiency, discipline referrals, and/or punctuality).	81		
Improved attendance of African American students through the use of our daily/ weekly attendance anomalies report.	89.7	90.6	92
Peer to peer mentoring for 9th grade African American students who enter high school with one or more at-risk factors. Our 11th and 12th grade peer mentors are trained on 9/18/15 and will individually mentor one student throughout the school year. One assistant principal has been assigned to oversee/facilitate this mentoring program.	NA	NA	NA
Assign our MTSS facilitator to be responsible for assisting all 9th grade African American students with becoming engaged/involved in our high school, understanding the process of academic achievement to prepare for college, and to teach the students how to track their own progress.	NA	NA	NA

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

1. Describe parental involvement targets for your school: Our school offers at least four different parent/community opportunities each month. The approximate average attendance was 50-100 per session in the 2014-2015 school year, with a approximate monthly average of 400 parents attending one meeting per month.
2. Specific Parental Involvement Targets:
Increase average attendance at parent meetings by 10% for the 2015-2016 school year.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Monthly newsletter, Fundamental, Band, CWMP, SAC, E-mail communications, JROTC, Athletics tailgating gatherings, parent updates via phone calls, progress reports, Online lesson plans, and volunteer opportunities.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

The process by which our school learns about the local community for the purpose of utilizing available resources to support student achievement includes email dissemination, newsletters, meetings with community stakeholders, media releases, and word of mouth.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

	Add Target	Delete Target	
Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100% of our AVID Seniors will take ACT, SAT, or PERT and 100% of AVID 9th-11th graders will take PSAT and/or PERT.	N/A	100	100
Quarterly Functions to increase parental awareness and involvement in the AVID program.	N/A	N/A	N/A
Increase Male enrollment in AVID electives to 40%.	N/A	30	40

PART III **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

	Add PD	Delete PD
Professional Development Identified	AVID Path trainings, AVID PLCs, and implementation of WICOR strategies school wide	
Related Goal(s)	Increase student achievement results through student, teacher and parent involvement in our AVID program.	
Topic, Focus, and Content	Continuous improvement of student engagement and academic achievement.	
Facilitator or Leader	PLC leaders, AVID and School Improvement teams.	
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School Wide, Content Areas, and AVID Team PLCs	
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Regular PLCs, professional development days, and monthly full staff meetings.	
Strategies for Follow-Up and Monitoring	AVID team will work to recruit more males through AP courses, athletics, and our 5000 Role Model program. Data will be collected regularly to ensure AVID students are registered for ACT, SAT, and PERT testing. In addition, the AVID team will engage in quarterly events such as 9th grade orientation, AVID induction banquet, College and University Night, and the Spring AVID Move Up Banquet in order to increase parent awareness and student engagement in the program.	
Person Responsible for Monitoring	AVID/School Improvement Team	

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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, summer, and remediation opportunities for all students.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Our school leadership identifies and aligns all available resources (e.i., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes by first reviewing the student assessment data and trends and appropriating the necessary curriculum to meet those needs. We offer an Extended Learning Program (ELP), select Saturday tutoring, Summer Bridge, ACT Boot camp, Credit Recovery, Algebra EOC Boot camp, as well as offering intensive math and reading courses to supplement and differentiate instruction. For our ESE/ELL population we offer classroom assistants within the general education classroom, we offer support facilitation, and case managers interact with students on a weekly basis by visiting classrooms, progress reports, and one on one mentoring with feedback. When necessary we use mentors, the guidance counselors, social worker, school psychologist, behavior specialist, as well as our MTSS personnel to support our students and aid in their goals for success.

Our school ensures its core instructional programs and materials are aligned to Florida Standards by using standards driven assessments and data driven instruction. We focus on curriculum that has been developed in concert with the Florida Standards and is aligned with the vision, mission, and school goals. We use instructional materials that are focused on higher order thinking skills, critical analysis, and metacognitive strategies. In addition, in order to prepare students for the performance based assessments, we use a variety of informal and formal assessment tools across the curriculum. Students can be expected to learn through explicit instruction, modeling, collaborative structures, and individual assignments including rubrics, writing prompts, multiple choice assessments, and technology based intervention strategies.

Tier 1-3 data topics:

- Discipline and interventions
- Student academics and teacher grade distribution
- Benchmarks of quality
- Grad Point and ELP progress monitoring
- Grade level at-risk student progress monitoring

Regular topics to be included each week:

- Average daily attendance trends
- Enrollments and withdrawals
- New or updated database alerts
- Quarter One (8/24 – 10/16):
 - 8/31 Enrollment, withdrawal, DNE
 - 9/8 ACT/SAT registration
 - 9/14 Discipline / Interventions
 - 9/21 Absences, tardy, anomalies
 - 9/28 At-risk 12th
 - 10/5 At-risk 11th and 10th
 - 10/12 Grad Point and ELP
 - Q/4 Academics / grade dist.

Quarter One (8/24 – 10/16):

- 8/31 Enrollment, withdrawal, DNE
- 9/8 ACT/SAT registration
- 9/14 Discipline / Interventions
- 9/21 Absences, tardy, anomalies

9/28 At-risk 12th
 10/5 At-risk 11th and 10th
 10/12 Grad Point and ELP

Quarter Two (10/20 – 1/5/16):
 10/20 Discipline/ Interventions
 10/26 ACT/SAT registration
 11/2 At-risk 9th
 11/9 At-risk 10th
 11/16 Academics / grade dist.
 11/30 At-risk 11th
 12/7 At-risk 12th
 12/14 Benchmarks of quality
 1/5/16 ACT/SAT registration

Quarter Three (1/6/16 – 3/11):
 1/11 New enrollments, withdrawals
 1/19 Discipline / Interventions
 1/25 Academics / grade dist.
 2/1 Grad Point and ELP
 2/8 Absences, tardy, anomalies
 2/16 At-risk 9th
 2/22 At-risk 10th and 11th
 2/29 At-risk 12th
 3/7 ACT/SAT registration

Quarter Four (3/15 – 6/7):
 3/15 Discipline / Interventions
 3/28 At-risk 12th
 4/4 Academics / grade dist.
 4/11 ACT/SAT registration
 4/18 Grad Point and ELP
 4/25 Benchmarks of quality
 5/2 Absences, tardy, anomalies
 5/9 EAS referrals for 16-17
 5/16 At-risk 12th / EAS referrals
 5/23 At-risk 12th
 5/31 At-risk 12th/MTSS 16-17 plan

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	Increase positive student interaction through the use of WICOR strategies in all classrooms.
Related Goal(s)	Increase student achievement results through student, teacher and parent involvement in our AVID program.

Actions/Plans	We will create and distribute Best Practice Binders to all instructional staff in order to provide supplemental WICOR resources to be utilized in all classrooms on a routine basis. In addition, classroom visitation tool will be used by the respective evaluating administrator on a reoccurring basis throughout the year to ensure WICOR strategies are being implemented. As trends are established, our 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. Professional development centered around increasing student centered learning opportunities.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	AVID strategies, Best Practices Binders, PD, technology
Description of Resources	The BCHS will use the 2015-2016 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 receive, review, and (if appropriate) approve the use of school improvement funds for requests on a monthly basis throughout the school year.
Funding Source	PCSB School Improvement Budget (\$11,016 was allocated last year)
Amount Needed	

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	increase Student Engagement
Has the goal been achieved?	To be determined
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

