Boca Ciega High School

2019-20 School Improvement Plan

Table of Contents

Boca Ciega High School

924 58TH ST S, Gulfport, FL 33707

http://www.bocaciega.org/

Demographics

Principal: Michael Vigue

Start Date for this Principal: 10/4/2010

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

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 <u>www.floridacims.org.</u>

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
Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Vigue, Michael	Principal
Principal	
Lane, Edward	Assistant Principal
Assistant Principal	
Craun, Derrik	Assistant Principal
Assistant Principal	
Fabrizio, Deborah	Assistant Principal
Assistant Principal	
Van Dora, Kathy	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

The number of students by 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	401	432	398	330	1561
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	111	107	146	184	548
One or more suspensions	0	0	0	0	0	0	0	0	0	35	28	14	12	89
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	107	82	110	2	301
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	215	219	187	133	754

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	153	140	143	140	576

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	17	7	3	17	44
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
82

Date this data was collected or last updated
Wednesday 6/26/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	56%	56%	45%	56%	56%
ELA Learning Gains	46%	51%	51%	48%	53%	53%
ELA Lowest 25th Percentile	44%	43%	42%	36%	44%	44%
Math Achievement	32%	45%	51%	36%	46%	51%
Math Learning Gains	38%	44%	48%	42%	48%	48%
Math Lowest 25th Percentile	41%	41%	45%	33%	42%	45%
Science Achievement	52%	64%	68%	58%	66%	67%
Social Studies Achievement	66%	71%	73%	68%	72%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	401 (0)	432 (0)	398 (0)	330 (0)	1561 (0)
Attendance below 90 percent	111 ()	107 ()	146 ()	184 ()	548 (0)
One or more suspensions	35 (0)	28 (0)	14 (0)	12 (0)	89 (0)
Course failure in ELA or Math	107 (0)	82 (0)	110 (0)	2 (0)	301 (0)
Level 1 on statewide assessment	215 (0)	219 (0)	187 (0)	133 (0)	754 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	41%	54%	-13%	55%	-14%
	2018	47%	53%	-6%	53%	-6%
Same Grade Comparison	-6%					
Cohort Comparison						
10	2019	44%	53%	-9%	53%	-9%
	2018	42%	54%	-12%	53%	-11%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		2%				
Cohort Comparison		-3%				

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**
2019	52%	62%	-10%	67%	-15%
2018	57%	63%	-6%	65%	-8%
Compare		-5%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	67%	70%	-3%	70%	-3%
2018	69%	70%	-1%	68%	1%
Compare		-2%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	33%	55%	-22%	61%	-28%
2018	30%	57%	-27%	62%	-32%
Compare		3%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	34%	56%	-22%	57%	-23%
2018	39%	56%	-17%	56%	-17%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-5%			

Subgroup Data

2019 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 2016-17	C & C Accel 2016-17
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

2018 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 2015-16	C & C Accel 2015-16
SWD	14	36	26	19	44	50	15	56		89	21
ELL	36	36		33	50					50	
ASN	71	70		75	61		82	95		91	95
BLK	28	42	35	21	35	32	41	56		89	39
HSP	62	59	55	43	41		70	61		91	63
MUL	53	48		50	57		86	64		88	60
WHT	62	53	38	52	48	27	71	83		95	60
FRL	36	44	36	31	39	32	49	60		88	37

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
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	33
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	45
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	79
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	44
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	67
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	
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	57
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

18-19 FSA ELA grade 9 (41%) and grade 10 (44%), combined proficiency at 42% was down from 45% in the 17-18 school year. Attendance, particularly in grade 9, was a contributing factor.

Adiitionally, our 18-19 FSA Algebra EOC proficiency is at 33% and our Geometry EOC proficiency is at 34%. When compared to 17-18, the algebra EOC is up from 30% in 17-18 and our Geometry EOC was down from 40% in 17-18. Attendance, particularly in grade 9, was a contributing factor.

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

Our Geometry EOC proficiency for 18-19 is 32% which is down from 40% in 17-18. Attendance and open access to geometry courses are contributing factors (i.e. instead of requiring students to earn prerequisite passing scores in algebra IA/IB to enroll in geometry as their next math class, we create open access to these geometry courses, even for students who earned grades of D and F in algebra IA/IB).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The NGSSS EOC state proficiency average is 67%, while the BCHS rate was 52% in 18-19. A removal of ac academic entrance requirements into our CWMP application program was a contributing factor (since incoming 9th grade CWMP students are required to take

Biology). At BCHS on 18-19 approximately 90% of incoming 9th graders enrolled in biology vs. enrolling in an Earth space science course.

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

Our 18-19 FSA Algebra I EOC proficiency rate rose from 30% in 17-18 to 33%. Common planning, led by a mathematics department head/instructional staff developer was a new action step. Additionally, we increased our push-in support for algebra students by dedicating one math teacher to this push-in support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Course failures in mathematics and/or English.

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

1. Increase in daily attendance
2. Reduction of core course failures
3. In classroom support for level 1 and 2 students
4. Increase in classroom support for ESE students
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/Reading Goal
Rationale	1. Our current level of performance is 42%, as evidenced in 2018-2019 proficiency on the FSA ELA assessment. 2. We expect our performance level to be 52% by the end of the 2019-2020 school year. 3. The problem/gap is occurring because of the high percentage of students who are scoring below the proficiency level on the FSA ELA when entering high school.
State the measureable outcome the school plans to achieve	The percentage of grade 9 and grade 10 students scoring as proficient will increase from 42% in 18-19 to 52% in 19-20 school year as measured by the FSA ELA assessment.
Person responsible for monitoring outcome	Derrik Craun (craund@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff practice to utilize questions to help students elaborate on content. Add 12th grade student classroom teaching assistants to all English 1 and 2 classes.
Rationale for Evidence-based 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 ELA results, cycle data, and input from our literacy department.
Action Step	
Description	1. Continue to implement weekly common lessons aligned to FSA ELA categories of 1: Key Ideas and Details, 2: Craft and Structure, 3: Integration of Knowledge and Ideas, 4: Language and Editing, and 5: Text Based Writing. 2. Enhance grade level specific research projects in English I-IV courses. 3. Increase enrollment in our ninth grade Semantics and Logic course with the purpose of having students practice (with support) SATpractice.org resources. Infuse SATpractice.org into 11th and 12th grade reading courses and English 3 and 4 honors courses. 4. Add 12th grade student classroom teaching assistants to all English 1 and 2 classes. 5. Site based PD embedded into common planning and PLCs whenever possible.
Person Responsible	Derrik Craun (craund@pcsb.org)

#2	
Title	Mathematics Goal
Rationale	1. Our current level of performance is 32%, as evidenced in 2018-2019 proficiency in algebra 1 and geometry FSA EOCs. 2. We expect our performance level to be 42% by the end of the 2019-2020 school year. 3. The problem/gap is occurring because of the high percentage of students who are scoring below the math proficiency level when entering these courses.
State the measureable outcome the school plans to achieve	The percent of all students achieving FSA algebra 1 and geometry EOC proficiency will increase from 32% to 42%, as measured by FSA algebra 1 and geometry EOCs.
Person responsible for monitoring outcome	Edward Lane (lanee@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff ability to engage students in complex tasks. Add 12th grade student classroom teaching assistants to algebra and geometry classes.
Rationale for Evidence-based 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 EOC results, cycle data, and input from our mathematics department.
Action Step	
Description	1. Provide common planning periods for algebra 1 and geometry teachers for the purpose of developing common lesson plans and assessments which are aligned to the district pacing guides 2. Utilize MathiaX (formerly Cognitive Tutor) in geometry and algebra classes as a supplemental online resource for skills practice and remediation 3. Providing all algebra 1 students with a double block of instruction to allow for added time for remediation and number theory practice 4. Add 12th grade student classroom teaching assistants to algebra and geometry classes. 5.
Person Responsible	Edward Lane (lanee@pcsb.org)

#3	
Title	Science (Biology)
Rationale	1. Our current level of performance is 52%, as evidenced in 2018-2019 proficiency in the NGSSS biology EOC. 2. We expect our performance level to be 62% by end of the 2019-2020 school year. 3. The problem/gap is occurring because a large percentage of students begin the biology course behind grade level in reading comprehension. 4. If the rigor of instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 10% and NGSSS biology proficiency level would increase from 52% to 62%.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency on the NGSSS biology assessment will increase from 52% to 62%, as measured by the NGSSS biology EOC.
Person responsible for monitoring outcome	Edward Lane (lanee@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff ability to engage students in complex tasks. Add 12th grade student classroom teaching assistants to biology classes.
Rationale for Evidence-based Strategy	These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our NGSSS results, cycle data, and input from our biology department.
Action Step	
Description	1. Provide common planning periods for biology teachers for the purpose of developing common lesson plans and assessments which are aligned to the district pacing guides. 2. Utilize cycle assessment data to determine re-teaching opportunities. 3. Add 12th grade student classroom teaching assistants to biology classes. 4. Use of biology stations model to assist with small grouping. 5.
Person Responsible	Edward Lane (lanee@pcsb.org)

#4	
Title	Social Studies (US History)
Rationale	1. Our current level of performance is 66%, as evidenced in the 2018-2019 NGSSS US History EOC. 2. We expect our performance level to be 71% by the end of the 2019-2020 school year. 3. The problem/gap is occurring because a large percentage of students begin the US history course behind grade level in reading comprehension. 4. If the rigor of instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 5% and NGSSS US history proficiency level would increase from 66% to 71%.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency will increase from 66% to 71%, as measured by the NGSSS US history EOC.
Person responsible for monitoring outcome	Kathy Van Dora (vandorak@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff ability to engage students in complex tasks. Add 12th grade student classroom teaching assistants to selected US History classes.
Rationale for Evidence-based Strategy	These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our NGSSS results, cycle data, and input from our US History department.
Action Step	
Description	1. Provide common planning periods for US History teachers for the purpose of developing common lesson plans and assessments which are aligned to the district pacing guides 2. Utilize cycle assessment data to determine re-teaching opportunities 3. Add 12th grade student classroom teaching assistants to selected US History classes. 4. 5.
Person Responsible	Kathy Van Dora (vandorak@pcsb.org)

#5	
Title	College and Career Readiness
Rationale	1. Our current level of performance is 57%, as evidenced in College and Career Acceleration Performance data from 2017-2018 (18-19 data is not available yet). 2. We expect our performance level to be 75% by the end of the 2019-2020 school year. 3. The problem/gap is occurring because a lack of students completing industry certifications or AP/DE qualifying scores. 4. If increased access and support for students in AP, DE, and industry certification courses would occur, the percentage would be increased 75% by the end of the 2019-2020 school year.

State the measureable outcome the school plans to achieve	The percent of 12th grade students graduating with a college or career readiness measure will increase from 57% to 75%, as measured by the Florida Department of Education.
Person responsible for monitoring outcome	Michael Vigue (viguem@pcsb.org)
Evidence-based Strategy	Enhance access to opportunities for students to engage in advanced/acceleration coursework. Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment). Strengthen teacher implementation of rigorous instructional practices. Development of a College and Career Center.
Rationale for Evidence-based 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 17-18.

Action Step	
Description	1. Increase enrollment in rigorous courses, AVID, and industry certification earning courses through student awareness, advisement, preparation, and support for these courses. 2. Meeting with upperclassmen (grades 11 and 12) to ensure each student is accessing the appropriate amount of rigorous coursework and/or industry certification opportunities. 3. 4. 5.
Person Responsible	Michael Vigue (viguem@pcsb.org)

#6	
Title	Graduation Rate
Rationale	1. Our current level of performance is 92%, as evidenced in 2017-2018 FLDOE graduation rate. 2. We expect our performance level to be 93% by the end of the 2019-2020 school year. 3. 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. 4. If better student engagement would occur, the problem would be reduced by 1%.
State the measureable outcome the school plans to achieve	The percent of 12th grade students meeting on-time graduation requirements will increase from 92% to 93%, as measured by the FLDOE graduation rate.
Person responsible for monitoring outcome	Michael Vigue (viguem@pcsb.org)
Evidence-based Strategy	Intensify graduation committee focus on data to plan interventions and supports for individual students. Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate. Strengthen staff ability to engage students for on-track promotion throughout high school. Ensure reading remediation support is embedded into the school day for students as needed.
Rationale for Evidence-based Strategy	These strategies are needed to assist students by ensuring they complete all graduation requirements for on-time graduation. The criteria used to make this determination is our graduation rate from 17-18.
Action Step	
Description	1. Provide additional support for students with graduation requirements. 2. Ensure all students know need remediation are provided with additional opportunities during the school day as well as after school. 3. 4. 5.
Person Responsible	Michael Vigue (viguem@pcsb.org)

#7	
Title	Bridging the Gap Plan
Rationale	1. Our current level of performance is 29%, as evidenced by the 2018-2019 FSA ELA proficiency of black students. 2. We expect our performance level to be 39% by the end of the 2019-2020 school year. 3. 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. 4. If increased support through AVID, rigorous instruction, and culturally relevant instruction would occur, the problem would be reduced by 4%.
State the measureable outcome the school plans to achieve	The percentage of grade 9 and grade 10 black students scoring as proficient will increase from 29% in 18-19 to 39% in 19-20 school year as measured by the FSA ELA assessment.
Person responsible for monitoring outcome	Derrik Craun (craund@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff practice to utilize questions to help students elaborate on content. Add 12th grade student classroom teaching assistants to all English 1 and 2 classes. Implementation of personalized monitoring plans for black students who have not yet demonstrated proficiency on the FSA ELA assessment (or ACT/SAT concordance for 11th/12th graders). Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).
Rationale for Evidence-based 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 ELA results, cycle data, SAT/ACT results, and input from our literacy department.
Action Step	
Description	1. Continue to implement weekly common lessons aligned to FSA ELA categories of 1: Key Ideas and Details, 2: Craft and Structure, 3: Integration of Knowledge and Ideas, 4: Language and Editing, and 5: Text Based Writing. 2. Enhance grade level specific research projects in English I-IV courses. 3. Increase enrollment in our ninth grade Semantics and Logic course with the purpose of having students practice (with support)

SATpractice.org resources. Infuse SATpractice.org into 11th and 12th grade reading courses and English 3 and 4 honors courses.
4. Add 12th grade student classroom teaching assistants to all 9th and 10th reading classes.
5.

Person Responsible   Derrik Craun (craund@pcsb.org)

#8	
Title	School Climate / Conditions for Learning
Rationale	1. Our current level of performance in school-wide behavior indicates 5.7% of our students in 2018-2019 earned at least one out-of-school suspension (OSS) as a result of an office discipline referral (ODR). We expect our performance level to decrease to less than 5.0% of our students in 2019-2020 earning one or more OSS by the end of the 2019-2020 school year. 2. The problem/gap in behavior performance is occurring because behaviorally at-risk students are not transitioning into the high school setting effectively. 3. If Restorative practices can be used in lieu of a disciplinary referral whenever appropriate and agree upon by all effected stakeholders would occur, the problem would reduce by 0.7%, as evidenced by a reduction in the percentage of students who earn an OSS from 5.7% to less than 5.0%. 4. We will analyze/review our data for effective implementation of our strategies quarterly through our MTSS PLC.
State the measureable outcome the school plans to achieve	The pecentage of all students who earn an OSS will decrease from 5/7% in 2018-2019 to less than 5.0% in 2019-2020, as measured by FOCUS.
Person responsible for monitoring outcome	Derrik Craun (craund@pcsb.org)
Evidence-based Strategy	Strengthen the ability of all staff to establish and maintain positive relationships with all students. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures. Strengthen the implementation of research-based practices that communicate high expectations for each student.
Rationale for Evidence-based Strategy	These strategies are needed to assist students by ensuring a decrease in OSS as a result of disciplinary referrals. The criteria used to make this determination is our OSS rate from 18-19.
Action Step	
Description	1. Utilize an enhanced MTSS model to provide additional support for at-risk students. 2. Continue to use restorative practices whenever possible in lieu of a exclusionary consequence as a result of a disciplinary referral. 3. Implement PCS equity and excellence professional development. 4. 5.
Person Responsible	Derrik Craun (craund@pcsb.org)

#9	
Title	Attendance
Rationale	1. In the 2018-2019 school year, 35% of our students missed more than 10% of the school year. We expect this percentage to drop to less than 25% by the end of the 2019-2020 school year. 2. The problem/gap in attendance is occurring because students who are at-risk for attendance may not be fully engaged in school. 3. If we better instructional engagement would occur, the problem would be reduced by 10%. 4. We will analyze and review our data for effective implementation of our strategies weekly through our MTSS team.
State the measureable outcome the school plans to achieve	The percent of all students missing more than 10% of school will decrease from 35% to at less than 25%, as measured by FOCUS and attendance dashboard data.
Person responsible for monitoring outcome	Michael Vigue (viguem@pcsb.org)
Evidence-based Strategy	Strengthen the implementation of Tier I interventions to address and support the needs of students. Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
Rationale for Evidence-based Strategy	These strategies are needed to assist students by ensuring a decrease in the percentage of students who miss more than 10% of the school year. The criteria used to make this determination is our attendance rate from 18-19.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. 3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 4. Develop and implement attendance incentive programs and competitions. 5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a reoccurring basis.
Person Responsible	Michael Vigue (viguem@pcsb.org)

#10	
Title	Family and Community Engagement
Rationale	1. Our school provides six different monthly parent/family engagement opportunities; however, we would like to continue to increase the volume of participating families.

State the measureable outcome the school plans to achieve	The percent of all families attending at least one monthly parent/family engagement opportunity will increase from approximately 35% to over 40% as measured by attendance sign in sheets.
Person responsible for monitoring outcome	Kathy Van Dora (vandorak@pcsb.org)
Evidence-based Strategy	1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	These strategies are needed to increase the volume of parents/families who voluntarily participate in our monthly opportunities. The criteria used to make this determination is our parent/family engagement attendance during monthly opportunities in 18-19.

Action Step	
Description	1. Utilize automated phone calls, update our website, and weekly email updates. 2. Maintain six monthly parent/family engagement opportunities. 3. Student, parent, staff advisement meetings. 4. Post high school partnerships with higher education, internships, and COQEBS involvement/membership 5.
Person Responsible	Kathy Van Dora (vandorak@pcsb.org)

#11	
Title	Healthy Schools
Rationale	1. Our current level of performance is eligibility for national recognition for one module, as evidenced in the Alliance for a Healthier Generation School Program Assessment. 2. We expect our performance level to be two modules for national recognition by the end of the 2019-2020 school year. 3. The problem/gap is occurring because we have been unable to attain this added recognition in previous years. 4. If attainment of the second module would occur, the gap would be eliminated.
State the measureable outcome the school plans to achieve	The number of Healthier Generation Assessment modules completed for national recognition will increase from 1 to 2 by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Michael Vigue (viguem@pcsb.org)
Evidence-based Strategy	School team works to implement healthy school activities/ initiatives.
Rationale for Evidence-based Strategy	Implementing healthy schools initiatives will lead to a quality of life increase/betterment of of stakeholders within our school.
Action Step	
Description	1. Work with site based staff to identify activities to enhance our eligibility. 2. Maintain weekly wellness staff updates/activities. 3. 4. 5.
Person Responsible	Michael Vigue (viguem@pcsb.org)

#12	
Title	ESSA Subgroup for ESE Students
Rationale	1. Our current level of performance is 30%, as evidenced in 2018-2019 ESSA Federal Index. 2. We expect our performance level to at least 45% by the end of the 2019-2020 school year. 3. The problem/gap is occurring because students may struggle with instructional standards in core classes. 4. If additional individualized support would occur, the problem would be reduced by 15%.
State the measureable outcome the school plans to achieve	Our ESSA Federal Index for students with disabilities will increase from 30% to over 45% during the 2019-2020 school year, as measured by the ESSA Federal Index.
Person responsible for monitoring outcome	Edward Lane (lanee@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to support students through purposeful activation and transfer strategies. Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	These strategies are needed to assist teachers by helping them maximize their instructional impact on ESE students. The criteria used to make this determination is our ESSA Federal Index and input from our ESE department.
Action Step	
Description	1. Case managers and counselors work together to assist students with graduation requirement checks and supports. 2. ESE teachers will assist students with literacy skills, math skills, organizational skills, and note taking strategies during learning strategies courses. 3. Collaborative embedded into core subject areas to support selected ESE students. 4. 5.
Person Responsible	Edward Lane (lanee@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

NA

		Part V: Budget	
1	III.A	Areas of Focus: ELA/Reading Goal	$0.00
2	III.A	Areas of Focus: Mathematics Goal	$0.00
3	III.A	Areas of Focus: Science (Biology)	$0.00
4	III.A	Areas of Focus: Social Studies (US History)	$0.00
5	III.A	Areas of Focus: College and Career Readiness	$0.00
6	III.A	Areas of Focus: Graduation Rate	$0.00
7	III.A	Areas of Focus: Bridging the Gap Plan	$0.00
8	III.A	Areas of Focus: School Climate / Conditions for Learning	$0.00
9	III.A	Areas of Focus: Attendance	$0.00
10	III.A	Areas of Focus: Family and Community Engagement	$0.00
11	III.A	Areas of Focus: Healthy Schools	$0.00
12	III.A	Areas of Focus: ESSA Subgroup for ESE Students	$0.00
		Total:	$0.00