WELCOME TO
change

School Improvement Plan
2016-17

Boca Ciega High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal:	Michael P. Vigue	SAC Chair:	Mary Cuffel

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

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1764	4%	46%	10%	4%	35%	1%

School Grade	2016: C	2015: B	2014: B	Title 1 School?	☒ Yes ☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	38%	43%	31%	28%	59%	56%	68%	67%	49%	49%	NA	89%
Learning Gains All	35%	NA	39%	NA								
Learning Gains L25%	27%	NA	42%	NA								

School Leadership Team

Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Vigue	FT	4-10 years
Asst Principal	Brad	Bernstein	FT	1-3 years
Asst Principal	Derrik	Craun	FT	1-3 years
Asst Principal	Kathy	Van Dora	FT	4-10 years
Asst Principal	Deb	Fabrizio	FT	1-3 years
MTSS Coach	Hillary	Van Dyke	FT	Less than 1 year
Inst. Coach (Literacy)	Janet	Harris	PT	4-10 years
Other	Caley	Forbes	FT	Less than 1 year
Counselor	Mary	Dias	FT	20+ years
Counselor	Alison	Meyer	FT	4-10 years
Counselor	Nancy	Randolph	FT	4-10 years
Counselor	Joni	Love	FT	20+ years

Total Instructional Staff:	118	Total Support Staff:	48

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> Our school uses school wide expectations for common areas and for classrooms that emphasize the correct behavior to model. These expectations are taught to students at the onset of each school year and reviewed periodically through classroom presentations. We have developed an Improvement Team comprised of approximately 15 staff members who focus on developing incentives and other ways to recognize students through our PBIS system. We expect all BCHS stakeholders to treat themselves and others in a respectfully manner that supports a positive and safe learning environment

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

> During preschool our leadership team provides professional development in the areas of aligned school-wide and classroom expectations. These common and classroom expectations are posted and referenced throughout the school year. Our school wide behavior plan is reviewed (and revised when needed) to best ensure equity in addressing student behavior

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> Our MTSS team has created a weekly process to review reoccurring data to generate, facilitate, and close out interventions that support student attendance, social/emotional needs, and academics. We have added FLDOE required Character Education components into several of our existing courses to allow all students to work on their character development during their high school years. We have added a student to student mentor program for 16-17 as an additional way to meet the needs of students who exhibit at-risk factors

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

> Our school has used Title I funding to add two School/Student Achievement Specialists. These two staff members will work with our MTSS Specialist guidance counselors, ESE behavior specialist, social worker, and psychologist to facilitate all tier 2 interventions in the areas of attendance/avoidance behaviors, physical needs, social/emotional, and other intensive supports as needed. The tier 2 interventions will be monitored through our weekly MTSS PLCs. Tier 1 data and processes are reviewed at monthly Instructional Leadership PLCs, weekly MTSS PLCs, and weekly Leadership PLCs

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

> We use our Hi Tide database to monitor the progress of our students as it relates to additional supports needed to improve outcome measures. The data is brought to our MTSS team weekly and discussion threads are also used to created immediate support for students' academic, attendance, and behavior needs

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

> Classroom walk throughs (data collected to review trends), regular classroom visits, implementation of the Marzano Framework for evaluation/teaching learning map, review of academic and teacher grade distribution data each quarter, and professional development for staff that is embedded into their schedule of common planning

⬡ **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Reduce the number of discipline referrals in grades 9-12 from 4297 in 15-16 by 10% to less than 3,867	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Reduce disruptive referrals through classroom reintegration meetings, restorative practices, and classroom/campus culture educational opportunities for students. Reduce avoidance referrals through daily attendance calls for absences, tier 2 check-ins, and daily attendance anomalies	MTSS Team
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Reduce the percentage of discipline referrals for black students from 65% to 46% (which would be representative of our school ethnicity breakdown)	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Peer to peer mentoring program for at-risk 9th and 10th grade students, restorative practices	Achievement Specialists and assistant principals
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your 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

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Consistent use of AVID WICOR strategies and other collaborative structures throughout the school will be essential for our school in 16-17. We are also providing all students with new assignment notebooks that are specialized to meet our bell schedule. Our school will use a consistent organizational binder system which will focus on the use of the Cornell Way for note taking in all classes. The data used to reach these conclusions comes from our weekly MTSS academic data. Consistent use of these strategies will increase our student engagement and access to rigorous instruction

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

All of our teachers use the Marzano Framework with unit scales for their two most predominantly taught courses. The scales, coupled with the student monitoring supplements, allow teachers to formatively measure each student's learning to inform and differentiate instruction as needed

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Our school uses a wide variety of ways to assist students with attaining grade level proficiency and ultimately, the level of college readiness in reading and mathematics. We have specific courses at each grade level that are designed to work toward college readiness. We schedule all students to remediation in reading and algebra who are not yet at grade level proficiency. Our enrollment in honors, Dual Enrollment, and Advanced Placement courses continued to increase as we use open access to help students in the academic middle. Lastly, our AVID program will support over 400 students in the academic middle during the 16-17 school year as these students opt into rigorous courses to prepare for college readiness

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Maintain an extended school day with eight credit earning classes	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Increase in credits earned, enrollment in advance coursework, and a decrease in the percentage of students who enter their 10th grade year behind pace to meet graduation requirements	Principal
Instructional Strategy 2	
Maintain and promote open access to AP/honors courses, with support from our AVID program.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
AP, honors, and AVID enrollment increases during each of the last four school years	Leadership, AVID Site Team, College/Career Coordinator
Instructional Strategy 3	
Using Title I funds, we will have three additional core teachers to lower TPR.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Increase in credits earned and a decrease in the percentage of students who enter their 10th grade year behind pace to meet graduation requirements	Leadership Team

Collaboration for Professional Growth

Connections: **District Strategic Plan**   ●**Goals 1,2,4,5**
Marzano Leadership   ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Our 15-16 AdvanceED climate survey shows the vast majority of our staff strongly agree or agree with the governance and leadership of our school. On a 0-5 scale (5 being the highest) the average for all governance and leadership questions was higher than 4.0. However, we will to work collaboratively to maintain and improve the working relationship/environment for all of our staff. Our school's Improvement Team will continue to monitor our efforts in this area and develop additional ways to foster growth

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

All of our instructional staff are provided with a common planning PLC with their subject area colleagues. We utilize this collaboration time for planning, assessment development, curriculum pacing alignment, WICOR strategies, and to support our school's vision and mission.   Our school's 16-17 PD calendar was developed in collaboration with our PCTA representatives and approved by our full staff on May 18, 2016

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The development and use of our BCHS Best Instructional Practices was a major focus area for our school in 15-16. These best practices included most commonly used WICOR strategies and other collaborative structures to assist our teachers with better meeting the needs of our students. We will continue to work on these strategies during subject area PLCs, full staff PD sessions, and quarterly strategy walks

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
MTSS PD	Weekly	MTSS team	Targeted data improvements

Instructional Leadership PD	Monthly	Department Heads, Leadership Team, and Instructional Coaches	Alignment of subject area PD to school goals
Subject department PD	Monthly (or more frequent as needed)	Subject area department teachers, Instructional coaches, Leadership Team	Common planning, common assessment, consistent pacing, increased engagement
Advanced Placement/Dual Enrollment PD	Monthly	AP/DE teachers, Leadership Team	Increase access and support for all students
Improvement Team PD	Monthly	Voluntary team members, Principal, one AP	Increase collaboration and student/staff incentives
AVID Site Team PD	Monthly, plus common planning	AVID Site Team members	Consistent implementation of Best Practices, organizational binder, and assignment notebooks
Strategy Walks	Quarterly on 9/15/16, 11/16/16, and 2/16/17	Instructional staff	Consistent use of BCHS Best Practices
Full Staff PD	Every other month	All staff	Alignment to school vision, mission, and goals

Family and Community Engagement

Connections: **District Strategic Plan** ●**Goals 1,3,6,7**
Marzano Leadership ●**Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

> Our 15-16 AdvanceED climate survey from over 300 parents indicated strong support for our schools communication and stakeholder involvement (ratings of 4.7 and 4.54 on a scale of 0-5). We will continue to offer five or more monthly opportunities for parents and community members to engage in school initiatives

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

> Parent/community sessions occur at least five times per month. All teachers upload their lesson plans one week in advance, which are accessible to the public in advance of teaching the lesson. Our MTSS Coach and Achievement Specialists will increase the number of individual family sessions/contacts that are designed to increase student engagement and parental involvement

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

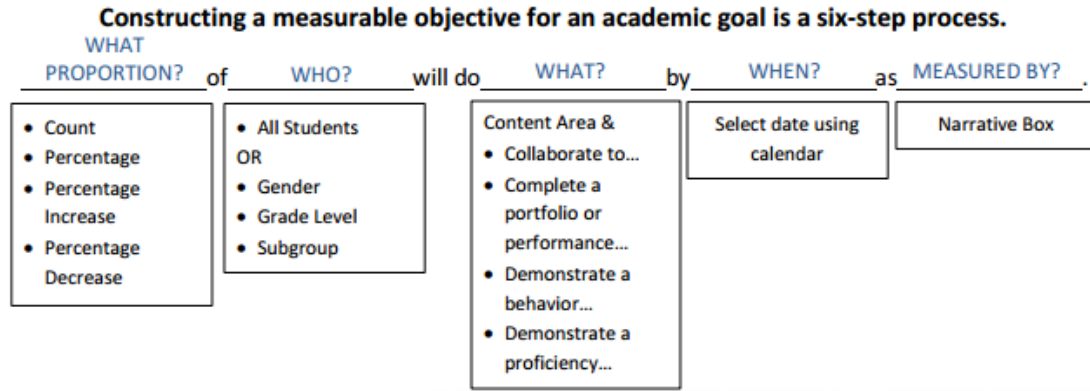| Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / progress	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☐	☒	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☐	☒

*Note: Please use your own school data resources or best estimates in completing this inventory.

🔶 Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase family connection efforts (parent sessions, family engagement meetings, and student academic status review sessions)	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Add achievement specialists (2) positions	MTSS Coach and Achievement Specialists
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase family connection efforts (parent sessions, family engagement meetings, and student academic status review sessions)	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increase Family and Community Liaison staffing model by one hour each day	Family and Community Liaison
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡ {Section 2}– School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT
PROPORTION? __ of __ WHO? __ will do __ WHAT? __ by __ WHEN? __ as __ MEASURED BY? __ .

WHAT PROPORTION?	WHO?	WHAT? (Content Area &)	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…	Select date using calendar	Narrative Box

Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	**Goal Manager:** ELA Assistant Principal, ELA Department Head, and Literacy Coach

To increase FSA ELA proficiency level for grades 9 and 10 from 38% in 15-16 to 44% in 16-17

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
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. Title I funding will be used to add supplemental instructional materials for ELA (English and Reading) teachers and students	Monthly ELA teacher PLC to compare student work samples and to follow up with reteaching as needed
Implement grade level specific research projects in English I-IV courses	Formative checks on student progress and summative projects

Mathematics Goal	**Goal Manager:** Math Assistant Principal and Mathematics Department Head

To increase FSA Mathematics EOC proficiency level in algebra 1, geometry, and algebra 2 from 31% in 15-16 to 38% in 16-17

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Schedule all algebra students to two periods of Algebra IA/IB Intensified Algebra. Title I funding will be used to add supplemental instructional materials for math teachers and students	Master schedule and PCSB cycle assessment comparison trend data
Utilize Carnegie Cognitive Tutor as a supplement for all Geometry and Algebra II students	Cognitive tutor formative reports and PCSB cycle assessment comparison trend data

Science Goal	Goal Manager: Science Assistant Principal and Science Department Head
To increase NGSSS Biology proficiency level from 59% in 15-16 to 63% in 16-17	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Use Biology teacher common planning to implement pacing guide, unpack standards, create common formative assessments, and to plan for reteaching of skills as needed	PCSB cycle assessment and teacher developed formative assessment trend data
Pre-teach prerequisite Biology skills during Earth/Space Science ninth grade courses	Baseline PCSB cycle 1 data for Biology students who previously took Earth/Space Science course

🔷 Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: US History EOC Proficiency	Goal Manager: Assistant Principal for Social Studies and Social Studies Department Head
To increase NGSSS US History EOC proficiency from 68% in 15-16 to 71% in 16-17	

Actions / Activities in Support of Goal	Evidence to Measure Success
Use US History teacher common planning to implement pacing guide, unpack standards, create common formative assessments, and to plan for reteaching of skills as needed	PCSB cycle assessment and teacher developed formative assessment trend data
AP US History teachers will complete a crosswalk of NGSSS US History and AP US History standards	PCSB cycle assessment and teacher developed formative assessment trend data

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	Goal Manager: Assistant Principal for PE/Health and PE/Health Department Head
Increase BCHS eligibility for national recognition from 1 to 2 or more modules in the Alliance for a Healthier Generation School Program Assessment by June 2017	

Actions / Activities in Support of Goal	Evidence to Measure Success
Review assessment items to determine area(s) to improve in one or more modules	Healthy School Assessment

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College and Career Acceleration	Goal Manager: College and Career Counselor
Increase college and career acceleration performance for the graduating class cohort from 49% in 15-16 to 54% in 16-17	

Actions / Activities in Support of Goal	Evidence to Measure Success
Increase enrollment in rigorous courses, AVID, and industry certification earning courses through student awareness, advisement, preparation, and support for these courses	Enrollment and performance increases in College Board Advanced Placement courses, College Dual Enrollment courses, and Industry Certifications

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: College and Career Counselor and Assistant Principal for ELA
	Increase the percentage of black students who are enrolled in at least one College Board Advanced Placement or St. Petersburg College Dual Enrollment course from 37% in 15-16 to represent the overall percentage of black students (which is 46%); resulting in a reduction of the 9% academic access gap; managed by College and Career Counselor. Increase the FSA ELA proficiency rate of black students from 25% in 15-16 to the overall percentage goal for all students, which is 44% in 16-17; managed by the Assistant Principal for ELA

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Increase student awareness, advisement, preparation, and support for these courses through large group, small group, and individual academic counseling. Continue to use AVID as a support for black students (as needed) who enroll in AP and DE courses	Enrollment increase of black students in AP and DE. Enrollment increase of black students in AVID
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. Title I funding will be used to add supplemental instructional materials for ELA (English and Reading) teachers and students	Monthly ELA teacher PLC to compare student work samples and to follow up with reteaching as needed

Subgroup Goal (ELL)	Goal Manager: Bilingual Assistant, Assistant Principal for ELA Department, Literacy Coach, and ELA Department Head
	Increase the ACCESS proficiency level average for ELL students from 3.8 out of 6 in 15-16 to 4.0 out of 6 in 16-17 (our subgroup in 2015-2016 consisted of 30 students who were assess using ACCESS). Increase the FSA ELA proficiency rate of ELL students from 17% in 15-16 to the overall percentage goal for all students, which is 44% in 16-17; managed by the Assistant Principal for ELA

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Improve student skills in listening, speaking, reading, and writing skills. Improve student skills in oral language, literacy, and comprehension	Access assessment, PCSB cycle assessments, and core subject grades in FOCUS course history
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	Monthly ELA teacher PLC to compare student work samples and to follow up with reteaching as needed

Editing, and 5: Text Based Writing. Title I funding will be used to add supplemental instructional materials for ELA (English and Reading) teachers and students	

Subgroup Goal (ESE)	Goal Manager: Assistant Principal for ESE Department and ESE Department Head

Increase the ESE student on-time graduation rate from 63% in 15-16 to 67% in 16-17.
Increase the FSA ELA proficiency rate of ESE students from 11% in 15-16 to the overall percentage goal for all students, which is 44% in 16-17; managed by the Assistant Principal for ELA

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Case managers and guidance counselors work together to assist students with graduation requirement checks and supports	Graduation cohort report status reports
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. Title I funding will be used to add supplemental instructional materials for ELA (English and Reading) teachers and students	Monthly ELA teacher PLC to compare student work samples and to follow up with reteaching as needed

Subgroup Goal (If Needed) AVID	Goal Manager: AVID Elective Teachers, College and Career Counselor, and Assistant Principal for AVID

100% of our 16-17 AVID seniors will take the ACT, SAT, or PERT and 100% of 16-17 AVID 9th-11th graders will take the PSAT and/or the PERT before June 2017.
Work with AVID Center and District Leadership to apply for and earn recognition as an AVID National Demonstration School by the end of the 16-17 school year.
Continue to increase the percentage of male students enrolled in an AVID elective course from 31% in 15-16 to 40% or higher in the 16-17 school year

Actions / Activities in Support of Goal	Evidence to Measure Success
AVID elective teachers will work with counselors to ensure registration for the respective assessment	Assessment enrollment rosters and scores
AVID team will work to recruit more males through AP courses, athletics, and our 5000 Role Model program	Enrollment data

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	School #	School %
Students scoring at FSA Level 1 (ELA or Math)	240	261	275	91	NA	866	52%
Students with attendance below 90 %	134	196	154	182	NA	666	39%
Students with excessive referrals**	33	34	12	3	NA	82	5%
Students with excessive course failures**	0	15	18	9	NA	42	2%
Students exhibiting two or more indicators	114	118	99	78	NA	324	24%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Increase the percentage of students in grades 9-12 who have a 90% average full day attendance rate from 61% in 15-16 to 65% in 16-17	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Title I funded Student Achievement Specialists will initiate and maintain tier 2 interventions for students who miss more than 10%	Reduction of attendance at-risk students on MTSS agenda data (quarterly rotations)

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decrease the percentage of students in grades 9-12 who earn 10 or more referrals from 5% in 15-16 to less than 4% in 16-17	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Tier 2 interventions will be initiated and maintained by the respective assistant principal	Reduction of behaviorally at-risk students on MTSS agenda data (quarterly rotations)

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Reduce the number of discipline referrals in grades 9-12 from 4297 in 15-16 by 10% to less than 3,867	

Actions / Activities in Support of Goal	Evidence to Measure Success
Reduce disruptive referrals through classroom reintegration meetings, restorative practices, and classroom/campus culture educational opportunities for students	MTSS weekly agenda data for disruptive referrals
Reduce avoidance referrals through daily attendance calls for absences, tier 2 check-ins, and daily attendance anomalies	MTSS weekly agenda data for avoidance referrals and daily attendance

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Our school offers after school credit recovery and course tutoring every Tuesday, Wednesday, and Thursday from 2:15pm to 3:15pm for all core subject areas. We also provide credit recovery algebra I EOC credit recovery during our Summer Bridge Program (June-July 2017). We offer credit recovery during the school day for one or more periods as needed based. Every student who enrolls in algebra 1 takes the course as a double period Intensive Algebra class to ensure additional time is infused into classroom instruction for remediation of mathematical skills. All students in grades 9-12 who have not met the grade level or graduation requirement for FSA ELA is schedule to one period of Reading for College Readiness (grades 9-12) or a double period of Intensive Reading (for some 9th grades). Our achievement specialists' work with the entire MTSS team every week to identify students who exhibit one or more at-risk characteristics and to create tier 2 interventions. An Alternative Bell Schedule (ABS) is offered each day from 1:30pm to 5:00pm for students who have been temporarily assigned out-of-school suspension

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Decrease the percentage of student's grades 9-12 with excessive core course failures from 2% in 15-16 to less than 1% in 16-17. Excessive course failures is defined as two or more core course failures in a school year

Actions / Activities in Support of Goal	Evidence to Measure Success
Peer to peer mentorship program	Mentor/mentee meeting log sheets and academic course data in FOCUS (quarterly and semester)
Tier 2 academic interventions will be initiated and maintained by achievement specialists. Tier 2 interventions are peer to peer mentoring for 9th and 10th graders, referrals to ELP, academic check-ins with MTSS members	Academic course data in FOCUS (quarterly and semester)

{Section 3} – Required Items / Resources

⬡ **Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	113	% with advanced degrees	41%
% receiving effective rating or higher	95%	% first-year teachers	2%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	28%
% certified in-field**	100%	% with 6-14 years of experience	40%
% ESOL endorsed	15%	% with 15 or more years of experience	30%

*as defined in 20 U.S.C. 7801 (23). ******as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

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 (or designee), along with the respective subject area department head, support each new staff member to ensure he/she receives the necessary support for retention. Our school improvement team meets monthly to continue to develop ways to support our staff through recognition activities, hospitality events, ongoing support for staff, and to develop instructional leadership roles for high performing teachers

⬡ **SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Michael	Vigue	White	Principal
Brad	Bernstein	White	Principal
Stacey	Hughes	Black	Parent
JoNise	Sherman	Black	Parent
Aly	Auseklis	White	Parent
Mary	Cuffel	Multi	Parent
Aaron	Sharpe	White	Parent
Mimi	Stevens	White	Parent
Mary	Scott	White	Parent
Gerri	Collins	White	Parent
Roger	Dunkelberger	White	Parent
Ervin	Baker	Black	Parent
Regina	Baker	Black	Parent
Kelly	Fasce	White	Support Employee
Michelle	Duncan	White	Parent
Tobey	Alvarez	Hispanic	Teacher
Hillary	Van Dyke	Black	Teacher
Edwin	Rivera Rivera	Hispanic	Teacher
Kamill	Correa-Santiago	Hispanic	Teacher
Maxine	Nicholas	Black	Teacher
Rhonda	Shaw	White	Parent
Joicherrin	Sherman	Black	Student
Maya	Hughes	Black	Student
Freddie	Whitehead	Black	Teacher
Alicia	Isaac	Black	Teacher
Tequena	Akintonde	Black	Teacher
Nate	Southern	Black	Teacher
Cheryl	Greene	Black	Teacher
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes	☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Hillary Van Dyke / Michael P. Vigue

State Days / Intervals that Team meets below.
Our MTSS team meets every Monday at 9am. Weekly reoccurring data topics are average daily attendance, new enrollments, withdrawals, and Hi Tide database student threat alerts. Tier 1-3 data topics that are reviewed on a quarterly (or more frequently as needed) basis are discipline, interventions, academics, benchmarks of quality assessment, credit recovery, at-risk progress monitoring by grade/subgroup/program, ACT/SAT assessments registration, absences, and tardiness

Budget / 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 BCHS will use the 2016-2017 school improvement budget to provide supplemental learning opportunities and resources to our students and teachers. The School Advisory Council (SAC) has developed 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. Title I funding will be used for three additional core classroom teachers, two achievement specialists, and supplemental core subject area classroom materials to help increase student engagement.

Use this space to paste budget, if desired.