



School Improvement Plan 2017-18

Boca Ciega High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Michael P. Vigue	SAC Chair: Ali Auseklis
------------------------------------	--------------------------------

School Vision	<i>The Vision of The Boca Ciega High School is 100% Student Success.</i>
----------------------	--

School Mission	<i>Our Mission is to Open Doors to Success for Our Students!</i>
-----------------------	--

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1,776	4%	46%	11%	4%	35%	0%

School Grade	2017: C	2016: C	2015: B	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---------------------	-------------------	-------------------	-------------------	--

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	39%	38%	33%	31%	59%	59%	56%	68%	NA	47%	NA	91%
Learning Gains All	42%	35%	39%	39%								
Learning Gains L25%	38%	27%	39%	42%								

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	Robin	Little	FT	11-20 years
Student Achievement Specialist	Patricia	Jones	FT	4-10 years
Inst. Coach (Literacy)	Janet	Harris	FT	4-10 years
Counselor	Caley	Forbes	FT	1-3 years
Counselor	Patti	Banks	FT	Less than 1 year
Counselor	Nancy	Randolph	FT	4-10 years
Counselor	Joni	Love	FT	20+ years
Total Instructional Staff:	113	Total Support Staff:	48	



School Culture for Learning

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

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, restorative practices, 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 school-wide expectations transfer to the classrooms? How does your 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, classroom expectations, and restorative practices. 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 are continuing to use out MTSS Specialist and Student Achievement Specialist as additional support resources students and families 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 will continue to use Title I funding for a School/Student Achievement Specialist. This 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 dashboards, disparity gaps 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?

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, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Reduce the number of discipline referrals in grades 9-12 from 4,565 in 16-17 by 10% to less than 4,109 in 17-18.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Use our restorative practice plan, reintegration meetings, and classroom/campus educational opportunities for students. Use tier two interventions (restorative practice, attendance calls, tier two check-ins, and daily attendance anomalies) for avoidance behaviors that often result in disciplinary referrals. We will also increase our in classroom support for student who have tier two discipline interventions.	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.	
Reduce the percentage of discipline referrals for black students from 68% 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
Increase our in classroom support for student who have tier two discipline interventions.	Student Achievement Specialist



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 (instruction, engagement, and assessment goal areas). 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 (teacher led), modeling (by teacher or peers), collaborative structures (students working together), and individual assignments including rubrics (rubrics are developed by the teacher in advance of the assignment to help students better understand the objective and outcome expectations), writing prompts, multiple choice assessments, and technology based intervention strategies. We will continue to utilize our BCHS Classroom Best Practices and WICOR strategies to increase engagement. We have seen success in the areas of expanded use of collaborative structures to increase engagement, differentiation of instructional practices as a result of formative assessment, and alignment of instructional tasks/targets to the rigor of the learning scale. The data used to measure the successes comes from site base and district led professional development attendance, classroom observations, teacher evaluation, and targeted needs assessments by instructional staff.

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?

The key areas for improvement for alignment to state standards are in social studies (U.S. History EOC), as indicated by a reduction in the percentage of overall proficiency when compared to the previous year. The data used to reach this conclusion was 16-17 US History cycle assessment and 16-17 US History EOC results.

Our Consistent use of AVID WICOR strategies, student assignment notebooks, schoolwide Cornell Way for instructional notetaking, and schoolwide binders will be included in our areas of focus for increasing rigor and student engagement. The data used to reach these conclusions comes from our weekly MTSS academic data, feedback from AVID Center, and qualitative survey results from instructional staff in the spring of 2017.

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 learning goals and scales, combined with the student self-progress monitoring sheets, allow teachers to formatively measure each student’s learning to inform and differentiate instruction as needed. Our English and reading teachers will continue to implement a yearlong plan that focuses on the Florida Standards for English/Language Arts core areas of Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, and Language & Editing. Each of these areas are focused on once per month. Technology enhanced formative items in Unify will also be utilized.

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).

Prior to starting high school we provide two large group orientation sessions for our incoming families, three weeks of smaller group orientation, summer jumpstart assignments, and a summer school program. 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. Our AVID program will support over 450 students in the academic middle during the 17-18 school year as these students opt into rigorous courses to prepare for college readiness.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
To improve the consistent implementation of our English 1 and 2 Focus Categories Plan.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Monthly mini-lesson assessments will be collected and analyzed at English and Reading PLCs.	Literacy Coach
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
To promote, maintain, and increase open access to rigorous coursework (honors, dual enrollment, and College Board Advanced Placement), with support from our AVID and other programs.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Monthly rigorous coursework enrollment is collected and analyzed at Advanced Placement and Instructional Leadership PLCs and strategies. The routine use of collaborative structures and WICOR strategies are embedded in all courses, which helps to sustain student enrollment in the most rigorous courses. Our AVID elective and after school extended learning program are also ways we support our students.	Leadership Team
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
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

Course failure rates, specific to students in grades 9 and 10, will be analyzed to decrease the percentage of students who are retained due to a lack of core credits.	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 among 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 16-17 AdvanceED climate survey shows that 86% of our staff strongly agree or agree with the governance and leadership of our school and 88% of our staff strongly agree or agree with the purpose and direction of our school. These percentages are significantly higher at BCHS when compared to all other high schools and the district average of all schools. However, only 79% of the staff agreed that our school’s governing body or school board maintain a distinction between its roles and the responsibilities and those of school leadership. We plan will to work collaboratively to maintain and improve the working relationship/environment for all of our staff through the timely communication of clear and transparent school goals, including staff in decision making processes whenever possible, and routine opportunities to promote a positive working relationship. 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 17-18 PD calendar was developed in collaboration with our PCTA representatives and approved by our full staff on March 22, 2017.

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 continued use of our BCHS Best Instructional Practices will be a major area focus area for 17-18. 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. The routine use of these strategies and best practices have resulted in increases in reading and mathematics FSA assessment areas. We will continue to work on these strategies during subject area PLCs, full staff PD sessions, and three strategy walks. Our AVID instructors and Literacy Coach will be providing additional “20 and Out” monthly professional development for our instructional staff in the areas of Cornell Way, aligning instructional tasks to the rigor of standards based scales, and best practices for schoolwide binders and assignment notebooks. A comprehensive schedule of these additional professional development opportunities has been developed and is being implemented into the 17-18 school year.

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, ISM visit feedback, etc.).

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 in the areas of student attendance, discipline, and academic success
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	Implementation of our AVID Site Plan goals and initiatives
Strategy Walks	Quarterly	Instructional staff	Consistent use of BCHS Best Practices
Full Staff PD	Every other month	All staff	Alignment to school vision, mission, and goals
20 and Out PD sessions	Monthly	Instructional staff	Consistent implementation of Best Practices, organizational binder, and assignment notebooks



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 16-17 AdvanceED climate survey results show strong parent agreement of 93% in the area of school communicates effectively about the school’s goals and activities. The results also indicate 84% of parent agreement that our school provides opportunities for stakeholders to be involved in the school. However, only 55% of the parent results indicate that teachers keep them informed regularly of how their child is being graded. We plan to review the expectations for assignment grading and online posting of grades with our teachers during preschool week. The leadership team will monitor the outcome on a weekly basis and follow-up when additional support is needed. This support may occur on an individual basis or within small groups when additional professional development is needed. We also intent to further engage our parents during our monthly meeting options (we host

six different opportunities each month) through training on academic opportunities, social development resources, and attendance/punctuality improvement areas.

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 interpreting and using student data via trainings, data chats and/or student-led conferences.

Parent/community sessions occur at least six 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. As stated above we use our six monthly parent/community sessions to develop supports at home and school for our students. Attendance, academic, and discipline data is regularly used in our monthly sessions, as well as individually when working with families independently.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

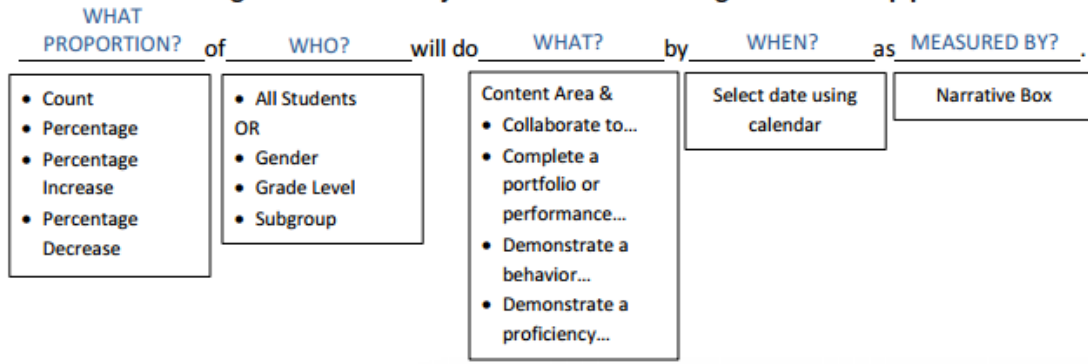
 **Family Engagement / Key Goals and Strategies**

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
Maintain one MTSS Specialist and one Student Achievement Specialist.	MTSS Specialist and Student Achievement Specialist
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 partnerships with feeder elementary and middle schools by increasing high school student academic tutors/mentors and sharing of system support resources.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Maintain one additional hour each day in the staffing model for our Family and Community Liaison, partnering with a local non-profit organization to provide adult mentors at targeted feeder schools, and staffing support at ongoing elementary and middle school events.	Family and Community Liaison and Principal

Section 2 – Targeted School Goals / Action Steps

Academic Goal

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



SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: ELA Assistant Principal and Literacy Coach	
To increase FSA ELA proficiency level for grades 9 and 10 from 39% in 16-17 to 45% in 17-18.		
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 re-teaching as needed. Tracking of student performance on reading items aligned to clusters in Unify program	
Implement grade level specific research projects in English I-IV courses.	Formative checks on student progress and summative projects. Use of a common grading rubric for each grade level	
Implement a ninth grade Semantics and Logic / Honors Reading yearlong course with the purpose of having students practice (with support) SATpractice.org resources. Infuse SATpractice.org into 11 th and 12 th grade reading courses and English 3 and 4 honors courses.	SATpractice.org student growth, PSAT scores, and cycle assessments	

Mathematics Goal	Goal Manager: Math Assistant Principal and Mathematics Department Head	
To increase FSA Mathematics EOC proficiency level in algebra 1 and geometry from 33% in 16-17 to 43% in 17-18.		
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 students.	MathiaX (formerly Cognitive Tutor) 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 16-17 to 63% in 17-18.		
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 re-teaching of skills as needed. Title I funding will be used to add supplemental instructional materials for science teachers and students.		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 along with results from the previous year's district common final exam for Earth/Space Science

Other School Goals* / Use Only as Needed

*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 Schools, 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 56% in 16-17 to 60% in 17-18.		
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 re-teaching of skills as needed. The consistent use of student movement, collaboration, accountable talk, and Stanford History Education Group lessons (for appropriate courses) will be areas of focus. Title I funding will be used to add supplemental instructional materials for social science teachers and students.		PCSB cycle assessment and teacher developed formative assessment trend data
AP US History teacher will complete and use 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 2018.		
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 47% in 15-16 to 75% in 17-18.	
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
Meeting with upperclassmen (grades 11 and 12) to ensure each student is accessing the appropriate amount of rigorous coursework and/or industry certification opportunities.	Spring acceleration readiness reports for each cohort

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: College and Career Counselor and Assistant Principal for ELA
<p>Increase the percentage of BCHS black students who are enrolled in at least one College Board Advanced Placement course from 33% in 16-17 to 46% in 17-18 to represent the overall percentage of black students (which is 46%); resulting in a reduction of the 13% academic access gap.</p> <p>Increase the percentage of BCHS black students who are enrolled in at least one St. Petersburg College Dual Enrollment course from 40% in 16-17 to 46% in 17-18 to represent the overall percentage of black students (which is 46%); resulting in a reduction of the 6% academic access gap.</p> <p>Increase the percentage of BCHS black students who are enrolled in at least one honors course from 44% in 16-17 to 46% in 17-18 to represent the overall percentage of black students (which is 46%); resulting in a reduction of the 2% academic access gap.</p> <p>Increase the FSA ELA proficiency rate of black students from 27% in 16-17 grade 9 and from 21% in 16-17 grade 10 to the overall percentage goal for all students, which is 45% in 17-18.</p>	
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, DE, and honors. 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 re-teaching as needed. Tracking teacher professional development at culturally responsive professional development trainings (onsite and district led)

Subgroup Goal (ELL)	Goal Manager: Bilingual Assistant, Assistant Principal for ELA Department, Literacy Coach, and Guidance Department
<p>Increase the ACCESS proficiency level average for ELL students from 2.8 out of 6 in 16-17 to 3.2 out of 6 in 17-18 (our subgroup in 2016-2017 consisted of 35 students who were assess using ACCESS).</p>	
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 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 re-teaching as needed

Subgroup Goal (ESE)	Goal Manager: Assistant Principal for ESE Department and ESE Department Head
Increase the ESE student on-time graduation rate from 87% in 16-17 to 89% in 17-18 (our subgroup in 2016-2017 consisted of 45 ESE students in the senior cohort).	

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 re-teaching as needed

Subgroup Goal (If Needed)	Goal Manager: AVID Site Team
AVID	
100% of our 17-18 AVID seniors will take the ACT, SAT, or PERT and 100% of 17-18 AVID 9 th -11 th graders will take the PSAT and/or the PERT before June 2018. Continue to increase the percentage of male students enrolled in an AVID elective course from 31% in 16-17 to 42% in the 17-18 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

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 ELA	150	138	114	113	NA	NA	NA	515	29%

Students with excessive absences / below 90 %	132	158	169	172	NA	NA	NA	631	35%
Students with excessive behavior / discipline**	58	43	19	12	NA	NA	NA	132	7.4%
Students with excessive course failures**	0	26	25	10	NA	NA	NA	61	3.4%
Students exhibiting two or more Early Warning indicators	98	102	89	75	NA	NA	NA	364	21%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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 65% in 16-17 to 70% in 17-18.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Title I funded Student Achievement Specialist and MTSS Specialist will initiate and maintain tier 2 interventions for students who miss more than 10%.		Reduction of attendance at-risk students on MTSS weekly agendas, by focusing on students who exhibit avoidance behaviors such as absenteeism and tardiness

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 7.4% in 16-17 to less than 6% in 17-18.		
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)
Restorative practices will be used in lieu of a disciplinary referral whenever appropriate and agree upon by all effected stakeholders.		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 4,565 in 16-17 by 10% to less than 4,109 in 17-18.		
Actions / Activities in Support of Goal		Evidence to Measure Success
Use our restorative practice plan, reintegration meetings, and classroom/campus educational opportunities for students. Use tier two interventions (restorative practice, attendance calls, tier two check-ins, and daily attendance anomalies) for avoidance behaviors that often result in disciplinary referrals. We will also		MTSS data, which is pulled from FOCUS reports

increase our in classroom support for student who have tier two discipline interventions.	
---	--

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 algebra I EOC credit recovery during our Summer Bridge Program (June-July 2018). We offer credit recovery during the school day for one or more periods on an 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 are 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 create tier 2 interventions. An Alternative Bell Schedule (ABS) is offered each day from 1:30pm to 5:00pm for students to limit the amount of lost instructional time (as a result of a disciplinary infraction)

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Decrease the percentage of student’s grades 9-12 with excessive core course failures from 3.4% in 16-17 to less than 2% in 17-18.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Tier 2 academic interventions will be initiated and maintained by achievement specialist, MTSS specialist, and guidance counselors. Tier 2 interventions are peer tutoring during lunch, for 9 th and 10 th 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	Complete and update only as data become available.		
# of Instructional Employees (total number)	113	% with advanced degrees	43%
% receiving effective rating or higher	94%	% first-year teachers	2%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	21%
% certified in-field**	100%	% with 6-14 years of experience	42%
% ESOL endorsed	25%	% with 15 or more years of experience	35%

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

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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
Stacey	Hughes	Black	Parent
JoNise	Sherman	Black	Parent
Aly	Auseklis	White	Parent
Kelly	Fasce	White	Support Employee
Mimi	Stevens	White	Parent
Aaron	Sharpe	White	Parent
Courtney	Allen	Black	Parent
Pam	Lanning	White	Business/Community
Nate	Southern	Black	Teacher
Cheryl	Greene	Black	Teacher
Kamill	Correa-Santiago	Hispanic	Teacher
Tobey	Alvarez	Hispanic	Teacher
Alicia	Isaac	Black	Teacher
Joicherrin	Sherman	Black	Student
Maya	Hughes	Black	Student
Gerri	Collins	White	Parent
Roger	Dunkelberger	White	Parent
Ervin	Baker	Black	Parent
Regina	Baker	Black	Parent
Maxine	Nicholas	Black	Teacher
Freddie	Whitehead	Black	Teacher
Richelle	Harrison	Black	Parent
Tania	Phillips	Hispanic	Parent
Nikki	Wiktorsson	White	Parent
Destiny	Refuse	Black	Parent
Ivey	Persha	Black	Parent
Marcel	Dinamarca	Hispanic	Parent
Michelle	Maloy	Hispanic	Parent
Dawn	Bournand	White	Parent
Peggy	Daniels	Black	Parent
Tiffani	Hayes	Black	Parent
Lisa	Laude	White	Parent
Zulma	Borja	Hispanic	Parent
Kayde	Sabin	White	Parent

SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
---	--

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/14/2017
---	-----------------------------	------------------------------------

SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: MTSS Specialist / Principal
---	-----------------------------	--

Please state the days / intervals that your 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, 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. Attached budget if preferred.

The BCHS will use the 2017-2018 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, one achievement specialist, one literacy coach, and supplemental core subject area classroom materials to help increase student engagement.