BOCA CIEGA HIGH SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Boca Ciega High School 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Jennifer M. Gil

gilje@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Overall operations and curricular programs of the school.

Leadership Team Member #2

Employee's Name
Danielle Spurgeon

spurgeond@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Center for Wellness and Medical Programs
Social Studies
Curriculum & Master Scheduling

Leadership Team Member #3

Employee's Name
Shawn Sager

sagers@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Academy of Creators, Scholars and Leaders
Math
Facilities

Leadership Team Member #4

Employee's Name
Lamar Washington

washingtonla@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Fundamental Program
Science
Athletics

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required

stakeholders.

 BCHS has multiple systems in place for involving stakeholders in school operations and for gathering input. Monthly the principal meets with the School-Based Leadership Team/AVID Site-Team (meetings are open to all staff), student leaders, the School Advisory Council (SAC), Pirates Athletic Hall of Fame Board (alumni) and with various special teams when needed. Assistant principals meet monthly with the departments they supervise, content PLCs, parent groups, student groups and regularly with district Instructional Staff Developers. In addition, as a Title 1 school, parents are invited to the annual Title 1 meeting, provided with pertinent school information and are given an opportunity to provide feedback. And lastly, the team works diligently to recruit parents to complete district's annual stakeholder survey.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

 The School Improvement Plan goals are discussed weekly at administrative team meetings and reviewed monthly at content PLCs and/or department meetings. Progress towards meeting SIP goals is analyzed after each progress monitoring cycle assessment and adjustments to action steps are made if necessary. In January, a mid-year evaluation is conducted to determine if further adjustments to actions steps are required. Effectiveness of changes and/or previous actions steps are evaluated by student performance on common assessments or continued progress monitoring cycle assessments.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C** **2020-21: C**

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	264	221	262	239	986
Absent 10% or more school days	84	60	90	79	313
One or more suspensions	48	31	38	20	137
Course failure in English Language Arts (ELA)	9	45	37	30	121
Course failure in Math	8	47	48	28	131
Level 1 on statewide ELA assessment	74	69	47		190
Level 1 on statewide Algebra assessment	47	34	67	35	183

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	73	89	84	57	303

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	62	59	41	55	55	34	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	53	58	58	49	57	57			
ELA Lowest 25th Percentile	56	54	56	46	55	55			
Math Achievement*	33	46	49	26	42	45	17	36	38
Math Learning Gains	36	45	47	36	46	47			
Math Lowest 25th Percentile	36	43	49	52	41	49			
Science Achievement	61	73	72	58	64	68	47	61	64
Social Studies Achievement*	51	74	75	51	70	71	42	63	66
Graduation Rate	91	94	92	91	92	90	89	92	89
Middle School Acceleration									
College and Career Acceleration	69	69	69	67	69	67	80	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	50	52	39	45	49	36	47	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	607
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	51%	51%	50%	45%		49%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	59%	No		
Asian Students	97%	No		
Black/African American Students	51%	No		
Hispanic Students	58%	No		
Multiracial Students	60%	No		
White Students	58%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%		53%	56%	33%	36%	36%	61%	51%		91%	69%	71%
English Language Learners	33%		44%		38%	44%					94%	88%	71%
Students With Disabilities	21%		50%	56%	28%	35%	33%	35%	27%		92%	39%	
Asian Students											93%	100%	
Black/African American Students	41%		52%	64%	31%	33%	35%	54%	43%		95%	58%	
Hispanic Students	61%		57%	42%	39%	41%	30%	71%	65%		90%	83%	58%
Multiracial Students	71%		56%	31%	31%	54%			50%		88%	73%	
White Students	58%		53%	36%	34%	38%		70%	67%		87%	75%	
Economically Disadvantaged Students	49%		54%	54%	33%	36%	33%	60%	49%		89%	61%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	41%		49%	46%	26%	36%	52%	58%	51%		91%	67%	39%
Students With Disabilities	14%		38%	33%	20%	51%	70%	45%	30%		92%	36%	
English Language Learners	18%		42%		9%			60%	40%		83%	60%	39%
Asian Students	64%		73%						94%		94%	73%	
Black/African American Students	32%		47%	50%	18%	35%	55%	45%	31%		93%	63%	
Hispanic Students	54%		53%		37%	39%		76%	75%		90%	60%	38%
Multiracial Students	48%		41%		36%	32%		75%	45%		100%	75%	
White Students	52%		53%	19%	35%	38%	40%	69%	73%		87%	77%	
Economically Disadvantaged Students	35%		48%	46%	23%	31%	52%	52%	44%		89%	60%	55%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	34%				17%			47%	42%		89%	80%	36%
Students With Disabilities	6%				8%			18%	15%		93%	61%	
English Language Learners	31%				8%				14%		80%		45%
Asian Students	64%								85%		100%	83%	
Black/African American Students	21%				10%			38%	32%		92%	78%	
Hispanic Students	46%				21%			64%	44%		76%	73%	46%
Multiracial Students	38%				22%			47%	43%		83%	80%	
White Students	52%				33%			63%	53%		87%	82%	
Economically Disadvantaged Students	27%				15%			42%	33%		86%	75%	44%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

			2024-25 SPRING			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	51%	59%	-8%	58%	-7%
ELA	9	47%	59%	-12%	56%	-9%
Biology		64%	69%	-5%	71%	-7%
Algebra		39%	59%	-20%	54%	-15%
Geometry		31%	53%	-22%	54%	-23%
History		53%	72%	-19%	71%	-18%
			2024-25 WINTER			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		23%	13%	10%	16%	7%
			2024-25 FALL			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		37%	17%	20%	18%	19%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

The L25 subgroup for ELA showed the most improvement from the 23-24 school year to the 24-25 school year, improving 14 points overall from 46% to 60%. The actions listed below had a direct impact on these positive results:

1. The use of district provided curricular resources including the HS ELA Instructional Matrix and Florida Best Text.
2. Common planning for 9th and 10th grade teachers.
3. Frequent instructional walk-throughs with timely feedback.
4. Inentional PLCs.
5. Individual student progress monitoring and using data to drive core instruction, small group instruction and remediation plans.
6. Strategic scheduling of students and teachers based on data and skill alignment.
7. Check-in BTG 2.2 mentors.
8. Encourage Groups for previous year proficient.
9. Teachers Challenge "goal" kids.

Lowest Performance

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

The lowest performing subject for the 24-25 school year was mathematics with both the level of proficiency and overall gains landing a 37%. Upon further review, Algebra students scored 39% proficient while Geometry students scored 32% proficient, and despite 43% of students in the L25 subgroup making gains, those gains are down 9 points from the 23-24 school year. Contributing factors to the low performance are related to personnel changes at the beginning and mid-point of the school year along with the strongest Algebra teacher taking maternity leave. In addition to personnel changes, it was determined that new and veteran staff members did not adequately utilize district provided resources until the 2nd semester which contributed missed opportunities for student gain key understandings and practice needed to experience success on End-of-Course assessments.

Greatest Decline

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

The L25 subgroup showed the greatest decline in math. Factors contributing to the decline include the explanation above along with days out of school due to hurricanes Helene and Milton. As we know that math is a skill that need constant and consistent repetitive practice, especially for underperforming students. Missed days along with the rotating block schedule did not provide the consistency during 1st semester for L25 math student to receive the core instruction and support needed to master math skills.

Greatest Gap

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.

Geometry had the greatest gap between Boca Ciega High School's proficiency scores (31%) and the State's (54%). Contributing factors to the gap are related to personnel changes at the beginning and mid-point of the school year. In addition to personnel changes, it was determined that new and veteran staff members did not adequately utilize district provided resources until the 2nd semester which contributed missed opportunities for student gain key understandings and practice needed to experience success on End-of-Course assessments.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Potential areas of concern include students missing 10% or more of school and students who indicate more than one early warning sign. Both these categories each make up more than 30% of our school's population.

Highest Priorities

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

1. Math proficiency
2.Math overall learning gains
3. Math L25 gains
4. Acceleration

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 50% proficiency as evidenced on the 2024-2025 FAST ELA 9th and 10th grades assessments. We expect our performance level to be 60% by the end of the 2025-2026 school year. Based on the 2025 PM 3 data, the weakest area(s) for grade 9 students are Reading Across Genres & Vocabulary & Reading Informational Text, while the weakest areas for grade 10 students are Reading Informational Text.

The problem/gap is occurring because teachers are lacking consistency in content knowledge and instructional practice. Classroom instruction is not meeting the depth of the standard and more opportunities are needed to closely monitor learning and provide students with real-time feedback. As a result, there is a high level of students who are scoring below the proficiency level on the FAST ELA assessment. Moreover, there is a significant achievement gap between black and non-black students, 9 points for grade 9 ELA students and 7 points for grade 10 ELA students.

If ELA and Reading teachers:

·   Continued to deepen their knowledge of grade-level standards via ongoing professional development,
·   Implement and use district resources (pacing guide, BEST Text, graphic organizers, etc.) with fidelity to help students attain the full depth of the standard, and
·   Intentionally plan monitoring for learning techniques that include the use of collaborative structures,

Then student self-confidence would increase, and they would improve in their ability to comprehend complex text and complex questions independently. As a result, the problem would be reduced, and student performance would increase by 10% points.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of grade 9 and grade 10 students scoring at proficient will increase from 50% in 2025 to 60% in the 25-26 school year as measured by the FAST ELA assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The principal will monitor cycle assessment data as well as authentic student work artifacts. Additionally, administrators will participate in classroom walkthroughs and provide teachers with actionable feedback. All these data points will be routinely analyzed to determine instructional next steps and plans for remediation.

Person responsible for monitoring outcome

Jennifer Gil, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Strengthen staff ability to successfully implement learning from Professional Development sessions. Strengthen staff ability to leverage tools such as graphic organizers, anchor charts, and Critical Reading protocols that support comprehension of complex text. Strengthen staff readiness to plan around the use of common text while following district instructional pacing guide with fidelity. Strengthen staff ability to intentionally plan formative assessments to monitor learning and provide students with feedback during class time.

Rationale:

If ELA and Reading teachers implemented a sustainable student-driven data tracking process that builds a sense of competence, achievement, and self -ownership of performance data and utilized teaching tools that help students construct meaning and understanding of various genres and academic vocabulary, then student self-confidence would increase, and they would improve in their ability to comprehend complex text and complex questions independently.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

1. Throughout the school year, administrator's complete classroom walkthroughs and observations to monitor and support the implementation of district instructional pacing guides and ELA Classroom Essentials-the look-fors (Anchor Charts, Graphic organizers, the Reading Protocol, BEST Text, Benchmark trackers) that supports Bell-to-Bell instruction. 2. ELA and Reading teachers will receive differentiated professional development around B.E.S.T. benchmarks, the Reading Protocol, and Anchor Charts, to increase the fidelity and routine use of such strategies in all ELA and Reading classes. 3. Teachers will design learning activities that are aligned to BEST Benchmarks and utilize Monitoring for Learning strategies to provide real-time feedback to students on their current level of performance and where they should be headed. 4. ELA and Reading teachers will daily engage students in academic discourse providing students with adequate scaffolding based on the level of rigor in the standard. 5. ELA and Reading teachers will attend PLCs and Common Planning weekly to analyze specific student performance data and analyze student work samples to inform and differentiate instruction, with an increased focus on the performance of 2.2 bucket students and subgroups data.

Person Monitoring:	**By When/Frequency:**
Jennifer Gil, Principal	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance of 33% as evidenced on the 2024-2025 FSA BEST Algebra/ Geometry assessment. We expect our performance level to grow to 47% by the end of the 2025-2026 school year.

The problem/gap is occurring because teachers are lacking consistency in instructional practices. Classroom instruction is not meeting the depth of the benchmarks and more opportunities are needed to closely monitor learning and provide real-time feedback and remediation. As a result a large percentage of students are scoring below the proficiency level on the FAST Algebra and Geometry assessments. More specifically our Geometry students underperformed at a proficiency rate of 31% where as in the 2023-2024 they were at 37%.

If Algebra 1/Geometry teachers:

·   plan with a purpose utilizing district and state provided benchmarks for bell-to-bell instruction

AND
- ·   purposely plan for and implement complex collaborative structures AND
- ·   implement the use of academic discourse AND
- ·   utilize gradual release while teaching test taking strategies AND
- ·   monitor for learning with real-time feedback.

Then student achievement will increase by 14% due to student self-confidence in test taking, an increase in student problem solving skills, and through the consistent use of collaborative structures during class for a deeper understanding of content and ability to apply their knowledge to complex problems.

Measurable Outcome
Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students scoring as proficient will increase from 33% in 2024-20245 to 47% in 2025-2026 school year as measure by the FSA FAST Algebra 1/Geometry EOC's.

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The principal will monitor all functions and involvement of the assistant principal leading work in the mathematics courses. The assistant principal will engage teachers in weekly PLC that involves the review of data of student work, formative and cycle assessments, lesson planning to use and align with district resources. Monitoring will occur in the Algebra and Geometry via McGraw Hill, ALEK, EDIA and VR resources. Progress monitoring data from district common assessments & cycle assessments will be reviewed and analyzed to determine next steps and plans for remediation and reteaching.

Person responsible for monitoring outcome
Shawn Sager

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Teachers utilize instructional practices that support writing, inquiry, collaboration, organization and

reading (WICOR) to raise achievement levels and close the achievement gap in mathematics studies. Teachers will use appropriate academic discourse to engage students in higher order thinking. Teachers will successfully utilize the gradual release (I do, We do, You do) model to increase performance in mathematics and on all tests.

Rationale:
These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our Algebra 1/Geometry EOC results, cycle data, and input from our mathematics department.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:	**By When/Frequency:**
Shawn Sager	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Throughout the school year, administrator's complete classroom walkthroughs and observations to monitor and support the implementation of district instructional pacing guides and benchmarks. • Monthly lesson studies will be done using a peer review process to help teachers ensure they are aligning with state standards, promoting student engagement, and continuously improving instructional practices based on collaborative feedback. • Planned PLCs with purpose: each PLC will have a focus and purpose to engage teachers in meaningful discussions about daily lessons, reteaching plans, student progress, learning targets, and monitoring for student growth. • Teachers will plan for the use of academic discourse within each lesson to promote critical thinking, deepen students' understanding of historical concepts, and enhance their ability to articulate and defend evidence-based arguments. • Teachers will include WICOR, gradual release, the critical reading process and testing strategies into daily lesson plans that support students at all levels. • Teachers receive professional development around the inclusion of WICOR strategies with established feedback model to allow for practical use, implementation, and feedback of learned skills. • Teachers are engaging in content chats (turning data/standards into content students' needs to understand) • Administrator organizes strategy walks and demonstrations days for mathematics teachers to view and reflect on the effective implementation of WICOR instructional practices. • Mathematics Instructional Staff Developer to work cohesively with teachers in PLC's by facilitating professional development, in the classroom by modeling best instructional practices that align to the goals, using data to identify learning gaps, planning standards-based lessons, and providing teachers with feedback to improve the quality of instruction. • The mathematics department will incorporate district common assessments in Algebra 1 and Geometry content area at BCHS to establish strengths and weaknesses of student testing.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The current performance level for the 2024-2025 Biology End-of-Course (EOC) assessment stands at 61%. The goal is to raise this level to 74% by the end of the 2025-2026 school year. Notably, Biology fell short of the School Improvement Plan (SIP) goal by six percentage points for the 2024-2025 school year. To achieve the SIP goal increase of 13% for the 2025-2026 school year, it is crucial to maintain consistent routines and high expectations in every classroom. This can be accomplished by adhering to the pacing guide, closely monitoring assessment data, and implementing performance checks effectively.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The goal is to raise the percentage of students achieving proficiency in the Biology End-of-Course (EOC) exam from 61% to 74% by the 2025-2026 academic year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The assistant principal will play a crucial role in overseeing the Biology department's functions and processes. This includes planning for Academic Discourse, which focuses on incorporating appropriate scaffolding to enhance student engagement with higher-order thinking questions.

This academic discourse will involve specific communication methods used in academic and scholarly contexts, emphasizing the importance of effective communication in biology classrooms.

As part of the transition to a 48-minute class period at BCHS, biology teachers are expected to design Comprehensive Engaging Bell-to-Bell Instruction. This approach will involve careful planning that prioritizes pacing, bell work, academic discourse, and effective lesson wrap-ups to ensure that each minute of class time is utilized effectively.

In addition to these responsibilities, the assistant principal will facilitate monthly Professional Learning Communities (PLCs) for teachers. These sessions are designed to foster collaboration among

educators by reviewing data, engaging in lesson planning, and aligning resources with district standards. The focus will also include analyzing student work to inform instructional strategies.

Furthermore, there will be progress monitoring of data from cycle assessments and Checks for Understanding to ensure that teaching methods are effective. This comprehensive approach aims to enhance the overall educational experience in Biology, promoting both teacher development and student success.

Person responsible for monitoring outcome
Lamar Washington (washingtonla@pcsb.org)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Biology teachers will employ instructional practices focused on writing, inquiry, collaboration, organization, and reading (WICOR) to enhance student achievement and address the achievement gap in science. They will also utilize formative assessments, checks for understanding, and the Performance Matters cycle assessment to identify areas that require reteaching.

Rationale:
Strategies are essential for supporting teachers in enhancing their instructional effectiveness, as determined by FSA Biology EOC results, cycle data, and feedback from the Science department.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Data Analyzation and Implementation

Person Monitoring: **By When/Frequency:**
Lamar Washington

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• There will be five science non-negotiables for teachers that the assistant principal will look for in biology classrooms: 1. Leading with the Lab 2. Using Scientific Protocols 3. Using Checks for Understanding 4. Reading articles and textbooks for academic and technical vocabulary. 5. Using Biology Brain Builder • PLC groups will facilitate planning for complex tasks aligned with science standards, incorporating AVID's WICOR strategies and analyzing student performance data for reteaching needs (Lamar Washington). • Teachers will integrate WICOR strategies into daily lesson

plans to support students of all levels (Lamar Washington). • Strategy walks will allow science teachers to observe and reflect on effective implementation of AVID WICOR strategies (Lamar Washington). • Professional development will focus on inclusive WICOR strategies, emphasizing movement, collaboration, and accountable talk for diverse learners (Lamar Washington). • Administrators will observe classrooms for WICOR strategy effectiveness, offer feedback, and collaborate on remediation plans based on cycle assessment data (Lamar Washington). • Students will be grouped by mastery of appropriate standards as the Biology EOC approaches (Lamar Washington).

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance of 51% as evidenced on the 2024-2025 US History EOC assessment. We expect our performance level to grow to 61% by the end of the 2025-2026 school year. The problem/gap is occurring because a large percentage of students begin the US History course behind grade level in reading comprehension.

If U.S. History teachers:

· plan with a purpose utilizing district and state provided benchmarks for bell-to-bell instruction AND
· implement complex collaborative structures AND
· implement the use of academic discourse AND
· utilize gradual release while teaching test taking strategies AND
· monitor for learning with feedback.

Then student achievement will increase due to student self-confidence in test taking, an increase in student reading comprehension, and through the consistent use of collaborative structures during class for a deeper understanding of content.

Measurable Outcome
Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students scoring as proficient will increase from 51% in 2024-20245 to 61% in 2025-2026 school year as measure by the US History EOC.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The principal will monitor all functions and involvement of the assistant principal leading work in the social studies courses. The assistant principal will engage teachers in bi-weekly PLC that involves the review of data of student work, formative and cycle assessments, lesson planning to use and align with district resources. Progress monitoring data from cycle assessments will be reviewed and analyzed to determine next steps and plans for remediation and reteaching.

Person responsible for monitoring outcome
Danielle Spurgeon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Teachers utilize instructional practices that support writing, inquiry, collaboration, organization and reading (WICOR) to include the five essentials of effective instructions of social studies to raise achievement levels and close the achievement gap in social studies. Teachers will use appropriate academic discourse to engage students in higher order thinking. Teachers will successfully utilize the gradual release (I do, We do, You do) model to increase performance in social studies and on all tests.

Rationale:
These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our US History EOC results, cycle data, and input from our social studies department.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Steps to Implement

Person Monitoring: **By When/Frequency:**
Danielle Spurgeon   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Throughout the school year, administrator's complete classroom walkthroughs and observations to

monitor and support the implementation of district instructional pacing guides and benchmarks. • Monthly lesson studies will be done using a peer review process to help teachers ensure they are aligning with state standards, promoting student engagement, and continuously improving instructional practices based on collaborative feedback. • Planned PLCs with purpose: each PLC will have a focus and purpose to engage teachers in meaningful discussions about daily lessons, reteaching plans, student progress, learning targets, and monitoring for student growth. • Teachers will plan for the use of academic discourse within each lesson to promote critical thinking, deepen students' understanding of historical concepts, and enhance their ability to articulate and defend evidence-based arguments. • Teachers will include the five essentials of effective instructions which includes the social studies protocols historical connections, historical thinking, document analysis and historical talking. • Teachers receive professional development around the inclusion of WICOR strategies and the five essentials of social studies with the established feedback model to allow for practical use, implementation, and feedback of learned skills. • Teachers are engaging in content chats (turning data/standards into content students' needs to understand) • Administrator organizes strategy walks and demonstrations days for social studies teachers to view and reflect on the effective implementation of WICOR instructional practices. • Social Studies Instructional Staff Developer to work cohesively with teachers in PLC's by facilitating professional development, in the classroom by modeling best instructional practices that align to the goals, using data to identify learning gaps, planning standards-based lessons, and providing teachers with feedback to improve the quality of instruction. • The social studies department will incorporate common assessments in World History content area at BCHS to establish strengths and weaknesses of student testing.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 96%, as evidenced in 2024-2025 FLDOE graduation rate. We expect our performance level to be 97% by the end of the 2025-2026 school year. The problem/gap is occurring because some students have literacy and mathematics skill deficits, which creates a challenge for them to meet proficiency levels on state tests required for graduation or to earn a concordant score on alternate assessments.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of students meeting on-time graduation requirements will increase from 96% to 97%, as measured by the FLDOE graduation rate.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The running graduation rate will be monitored weekly during administrative team meetings. In addition, administrators will meet with their counselors to review specific details of off-track students on a quarterly basis. All counselors and administration will meet as a whole team in December to review the details of off-track seniors and adjust class schedules as needed for the second semester. A whole team meeting will occur again in May and off-track senior monitoring will continue into the summer for those who did not graduate on-time.

Person responsible for monitoring outcome
Danielle Spurgeon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Off-track students who lack the literacy and math skills needed to meet state testing requirements will be scheduled into a Critical Thinking class that will provide them with small group instruction and personalized practice using the Albert io platform for ACT/SAT/CLT test prep. This will be in addition to the Intensive Reading and traditional math class.

Rationale:
Albert io statistics tell us that students who answer 20 questions a week at 80% accuracy will earn a concordant score on the ACT and/or SAT assessments. At this time, we do not have data correlating to success on the CLT, but results are showing a high rate of students earning concordant scores on the CLT.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Cohort Monitoring

Person Monitoring: **By When/Frequency:**
Danielle Spurgeon   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Calendar out cohort progress monitoring checks for counselors and administrators. Fund a counselor

position to work with seniors during the summer. Hold CLT Saturday test options when available.

Action Step #2
Parent and Student Engagement

| **Person Monitoring:** | **By When/Frequency:** |
| Danielle Spurgeon | Twice Yearly |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct workshops and communication campaigns to educate parents and students on graduation requirements, available support resources, and testing opportunities. Encourage family involvement in academic planning and goal setting.

Action Step #3
Data-Driven Schedule Adjustments

| **Person Monitoring:** | **By When/Frequency:** |
| Danielle Spurgeon | Semester |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use data from progress monitoring and assessment results to adjust student schedules, placing off-track students into appropriate interventions or credit recovery programs to accelerate their path to graduation.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 65%, as evidenced by College and Career Acceleration Performance data from 2024–2025. We expect our performance level to increase to 75% by the end of the 2025–2026 school year. The gap exists primarily due to a lack of students earning industry certifications, passing dual enrollment courses, or achieving passing scores on AP and/or AICE exams. Addressing this gap is critical to improving overall student readiness for college and careers and ensuring equitable access to rigorous academic and technical pathways.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of 12th grade students graduating with a college or career readiness measure will increase from 65% to 75%, as measured by the Florida Department of Education by the end of the

2025–2026 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will continue to monitor the district's cohort acceleration report to ensure all qualifying students are enrolled in advanced courses, including those offering college credit or Career and Technical Education (CTE) classes that provide opportunities for industry certification. BCHS will also maintain the implementation of the AP Class withdrawal policy, which outlines a clear process to follow before a student is removed from an AP course.

During course registration periods, several data tools will be utilized to support student placement and success: Focus reports to track students' creation of SPC/USF IDs; AVID rigor reports to monitor students meeting grade-level rigor requirements; and the AP Potential report to assist counselors and teachers in recruiting students and aligning course enrollment with skillsets and interests.

Person responsible for monitoring outcome

Danielle Spurgeon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Leverage the collaboration between the AVID site team and the school counseling team to cultivate a culture of high expectations for all students.

Rationale:

These strategies are essential to support students by ensuring equitable access to and success in pathways that prepare them for college and career readiness. This determination is based on our college and career readiness outcomes from the 2024–2025 school year.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Counseling Chair Communication and Collaboration: The counseling department chair will attend weekly administrative team meetings, SBLT meetings, and AVID Site Team meetings, serving as a liaison to communicate important school-wide initiatives, logistics, and expectations to the counseling

team. The chair will also meet weekly with college and career counselors to collaborate and support the campus's college-going culture.

Person Monitoring:
Danielle Spurgeon

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will monitor through meeting agendas, counseling team feedback, and documented communication logs.

Action Step #2
AVID Site Team Planning and Advocacy The AVID Site Team will meet monthly to plan action steps and logistics to increase student access to rigorous courses and academic support, while advocating for improved school practices related to advanced instruction and course offerings at all grade levels.

Person Monitoring:
Danielle Spurgeon

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Meeting minutes, action plan tracking, and updates on course enrollment data.

Action Step #3
Grade level seminars: Coordinate communication and implementation of grade-level seminar lessons across all grade levels. Plan and conduct fall and spring class seminars providing grade-specific information related to college and career readiness, course selection, scholarships, and more.

Person Monitoring:
Danielle Spurgeon

By When/Frequency:
Twice Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Seminar attendance records, Grade-level lesson completion rates, and student feedback surveys.

Area of Focus #7

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #8

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance for 9th grade Black students is 38% as evidenced in 2024-2025 FAST ELA assessment. We expect our performance level to be at 47% by the end of the 2025-2026 school year which would close the achievement gap between Black and non-black students. The problem/gap is occurring because students may struggle with instructional standards in core classes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The ELA proficiency levels for Black 9th grade students will increase from 38% to 47% during the 2025-2026 school year, as measured by the ELA FAST PM3 assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will occur in ELA through FAST and ThinkCerca data. Monitoring will occur in Reading via Lexia Power Up, Applerouth, and Performance Matters. Additionally, administrators will participate in classroom walkthroughs and provide teachers with actionable feedback. All these data points will be routinely analyzed to determine instructional next steps and plans for remediation.

Person responsible for monitoring outcome

Jennifer Gil, principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Strengthen staff ability to develop lessons that are aligned to the ELA BEST standards.

Rationale:
If teachers create engaging lessons utilizing culturally relevant teaching practiced that are task and target aligned to the BEST standards and use authentic student work samples to drive teaching and learning, then teacher effectiveness will improve, and students will apply the content at a higher level of rigor and autonomy to increase proficiency to 47% as measured by FAST. These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA ELA results, cycle data, and input from our literacy department.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
In addition to the general ELA action steps: 1. Strategic scheduling of students by level with teacher based on teacher's strengths. 2. Assign check-in mentors for all Black 2.2 students. 3. Utilize Great Leaps curriculum with Black 9th grade students who historically score a low level 1. 4. Utilize FAST assessment data to determine small groups instruction when needed. 5. Use equitable and restorative grading practices routinely.

Person Monitoring:
Jennifer Gil, principal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Ninth graders at Boca Ciega High School accounted for the most disciplinary referrals due to a lack of self-regulatory strategies and insufficient systems for teaching and practicing these skills. Despite some slight improvements from targeted efforts to enhance discipline, freshmen still represent 40% of all referrals.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2026, the percentage of referrals received by freshmen is expected to decrease from 40% to 20%, based on Focus referral data

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Consulting with diverse stakeholder groups is essential for developing a clear vision, mission, values, and goals, as well as implementing effective school improvement strategies that positively influence school culture and environment. Key stakeholders close to the school include teachers, students, families, volunteers, and school board members, all of whom play a vital role in shaping the educational experience.

In addition to these immediate stakeholders, broader groups such as early childhood providers, community colleges, universities, social services, and business partners also contribute valuable perspectives. Engaging with these varied stakeholders ensures a comprehensive approach to school

improvement, fostering collaboration and support that can significantly enhance the overall educational environment.

Person responsible for monitoring outcome
Lamar Washington

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
A positive school culture and environment is characterized by a supportive and fulfilling atmosphere that caters to the diverse needs of all students. It includes clear roles and relationships among individuals involved in student learning, fostering a community that values trust, respect, and high expectations.

Rationale:
At BCHS, a positive school culture is essential for fostering an environment conducive to learning and personal growth. It promotes mutual respect, inclusivity, and collaboration among students, teachers, and staff, which enhances academic performance and emotional well-being. In such an atmosphere, students feel safe and supported, leading to increased engagement, motivation, and resilience. Moreover, a strong school culture helps reduce behavioral issues and enhances the overall sense of community, making school a more enjoyable and productive place for everyone involved At BCHS, a positive school culture is essential for fostering an environment conducive to learning and personal growth. It promotes mutual respect, inclusivity, and collaboration among students, teachers, and staff, which enhances academic performance and emotional well-being. In such an atmosphere, students feel safe and supported, leading to increased engagement, motivation, and resilience. Moreover, a strong school culture helps reduce behavioral issues and enhances the overall sense of community, making school a more enjoyable and productive place for everyone involved

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Data Driven Implementation

Person Monitoring:	**By When/Frequency:**
Lamar Washington	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Boca Ciega High School will sustain a positive school culture and environment by: 1. Implementing

Tier 1 PBIS Behavior Expectations (Pirates ARRR!) in all classrooms and common areas. 2. Explaining PBIS Behavior Expectations during Pre-School trainings and revisit them in scheduled site-based trainings. 3. Ensuring classroom rules align with school wide PBIS expectations. 4. Teaching PBIS Behavior Expectations to new students and during the first days of school through mini lessons and assemblies. 5. Using a weekly rewards system (Bogie Bucks) to recognize students adhering to PBIS Expectations. 6. Regularly acknowledging teachers and staff demonstrating district Core Values and PBIS Expectations. 7. Utilizing Minor Infraction tracking forms for addressing misbehavior through interventions. 8. Establishing a PBIS Committee with diverse stakeholders to enhance behavior and academic outcomes. 9. Continuing Circles with incoming 9th graders to build community and relationships. 10. Implementing equitable practices to meet the needs of all stakeholders academically and socially. 11. Using restorative practices to strengthen relationships among students, staff, and stakeholders. 12. Maintaining relationships with community partners to support student graduation and post-secondary plans. 13. Involving students in PBIS processes by gathering feedback through student groups and surveys. 14. Onboarding new students and staff to PBIS Behavior Expectations throughout the year

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The link below is to the front page of the BCHS website where a quick link to the School Improvement Plan can be located.
https://www.pcsb.org/bocaciega-hs

The School Improvement Plan and School-wide Title 1 plan is made accessible to parents via the BCHS website and at the parent station located in the front office. In addition to this, both plans are shared with parents during the annual Title 1 parent meeting and the Fundamental Parent meetings in November. Parents will be informed about these meetings and where to find this information via Sunday parent communication emails and text messages.

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

BCHS plans to connect to families and building relationships with them through intentional parent and family engagement events that include, but are not limited to:
Freshmen Family Fun Night
New Student Orientation
Back-to-School Night

Senior Parent Seminar
Understanding Pirate Progress Part 1
Tile 1 Annual Parent Meeting
State of the School Address
Understanding Pirate Progress Part 2
Freshmen Registration Night
Monthly SAC and Fundamental Parent Meetings

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

BCHS strengthens academic curricular through ensuring that teachers receive adequate training and support, including instructional materials and protected classroom instruction time through careful planning of school-wide extra-curriculars and campus activities. In additions, we offer students a variety of rigorous courses that include, but are not limited to honors, Pre-AP, AP, AICE and dual enrollment. BCHS emphasizes college and career readiness through the implementation of the AVID system and utilizes the AVID elective to support students in rigorous courses. The AVID system supports all Areas of Focus outlined in this SIP. In addition, we support students through the Extended Learning Program (ELP) which included after school tutoring and Saturday morning test prep sessions and/or credit recovery.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan and School-wide Title 1 plan was developed to supplement current school initiatives and funding that include district supported College & Career Centers, the Extended Learning Program, District Application Programs (Fundamental/CWMP) and federally supported school breakfast and lunch programs.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

BCHS students had access to Extended Learning Programs and Credit Recovery to enhance their skill outside of the school day. In addition, we provide that students interested in academic clubs, are able to participate in those clubs during the school-day at the end of every month. We partner with local organizations to provide a food pantry and full service clinic on campus. Students needing mental health services outside of school hours may use the See Something, Say Something Anonymous reporting app to receive immediate assistance. Pinellas County Schools also offers a variety of services for after hours. The links to those services are located on our websites.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

BCHS has a fully functional College and Career Center staff with a full-time coordinator who assist students with college/career exploration, the application process, financial aid and scholarships. Twice yearly, the College and Career Coordinator along with school counselors meet with students by class to provide grade level specific information, register course and to provide students with guidance in planning for their post-secondary choices.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

BCHS believes that the first step in addressing problem behaviors is to build relationships with students along with the implementation of a clear PBIS program. Outside of that BCHS teachers are being versed in the BCHS Level of Behavior document which explain the difference between minor and major infractions. BCHS teachers utilize the Minor Behavior Tracking form prior to sending a

student out on a referral for minor behaviors. The MTSS and CST team meets weekly to review student discipline, academic and attendance data, we use this data to decide next steps that may include, but are not limited to parent conferences, restorative circles, letters/phone calls home, home visits, incentives, FBA, etc.

Professional Learning and Other Activities
Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

 BCHS is a PD rich school. For the 2025-2026 school year, BCHS plans to utilize common planning once a month for lesson studies in addition to two school-wide strategy walks. Teachers are also encouraged to attend PD outside the school day and Title 1 dollars are used to compensate them for their time.

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00