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# **School Improvement Plan 2016-17**

## **Bayside High School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





## School Profile

|                                      |                                |
|--------------------------------------|--------------------------------|
| <b>Principal:</b> Patricia L. Fuller | <b>SAC Chair:</b> Shandy Gregg |
|--------------------------------------|--------------------------------|

|                      |                      |
|----------------------|----------------------|
| <b>School Vision</b> | 100% Student Success |
|----------------------|----------------------|

|                       |   |
|-----------------------|---|
| <b>School Mission</b> | Bayside High School educates and prepares students for post-secondary experiences and life through a supportive and caring environment. |
|-----------------------|---|

| Total School Enrollment | % Ethnic Breakdown: |         |            |                |         |         |
|-------------------------|---------------------|---------|------------|----------------|---------|---------|
|                         | Asian %             | Black % | Hispanic % | Multi-Racial % | White % | Other % |
| 321                     | 2.8%                | 42.1%   | 16.8%      | 5.6%           | 32.4%   | 0.3%    |

|                     |                          |                          |                          |  |
|---------------------|--------------------------|--------------------------|--------------------------|--|
| <b>School Grade</b> | <b>2016:</b><br>No Grade | <b>2015:</b><br>No Grade | <b>2014:</b><br>No Grade | <b>Title 1 School?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|---------------------|--------------------------|--------------------------|--------------------------|--|

| Proficiency Rates   | ELA    |        | Math   |        | Science |        | Social Studies |        | Accel. Rate |        | Grad Rate |        |
|---------------------|--------|--------|--------|--------|---------|--------|----------------|--------|-------------|--------|-----------|--------|
|                     | 2016 % | 2015 % | 2016 % | 2015 % | 2016 %  | 2015 % | 2016 %         | 2015 % | 2016 %      | 2015 % | 2016 %    | 2015 % |
| Proficiency All     | 4.8    | 0      | 0      | 2.9    | 24.1    | 18.8   | 16.3           | 15.5   |             |        | 22.6%     | 16.0%  |
| Learning Gains All  |        |        |        |        |         |        |                |        |             |        |           |        |
| Learning Gains L25% |        |        |        |        |         |        |                |        |             |        |           |        |

### School Leadership Team

| Position                            | First Name                    | Last Name  | FT/PT | Years at Current School |
|-------------------------------------|-------------------------------|------------|-------|-------------------------|
| Principal                           | Patricia                      | Fuller     | FT    | 11-20 years             |
| Asst Principal                      | Darrell                       | Kretz      | FT    | 4-10 years              |
| Asst Principal                      | Shandy                        | Gregg      | FT    | 4-10 years              |
| MTSS Coach                          | Stephanie                     | Palmer     | FT    | 4-10 years              |
| Counselor                           | Monica                        | Vann       | FT    | 1-3 years               |
| Counselor                           | Erika                         | Sanferraro | FT    | 4-10 years              |
| Counselor                           | Donnie                        | McKahand   | FT    | 11-20 years             |
| Teacher Leader                      | Kathy                         | Kaye       | FT    | 4-10 years              |
| Select Role                         |                               |            |       |                         |
| Select Role                         |                               |            |       |                         |
| Select Role                         |                               |            |       |                         |
| Select Role                         |                               |            |       |                         |
| <b>Total Instructional Staff:</b> 2 | <b>Total Support Staff:</b> 4 |            |       |                         |



# 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).

The school has three common guidelines for success: Be Prepared, Have Respect, and Show Responsibility. These three ideas govern all other policies, rules, and classroom procedures. They are applicable to all areas of the school at all times for staff and students alike. The expectation is that the adults in the building will serve as models for these behaviors. To ensure this, all staff have exposure to ongoing diversity and sensitivity awareness activities in faculty meetings and professional learning communities.

Due to the low faculty to student ratio, the school is proactive in addressing needs as they arise free of bias. This allows for small group and individualized plans that yield a greater probability of student success in meeting expectations.

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

Due to our alternative educational setting populated with students who have not experienced success at traditional high schools, the key to transferring school-wide expectations into the classroom setting is relationship building with positive and corrective feedback. Teachers distribute classroom management or expectation plans to all students on the first day of each quarter or when a new student joins the class. Ongoing progress monitoring through data analysis in professional learning communities, school based leadership meetings, multi-tiered system of supports meetings, and discipline committee meetings allow for open and reflective communication which leads to dialogue about possible changes in implementation when concerns of inequity have been raised.

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.

Bayside High School will continue using practices such as CHAMPs classroom management; school-wide incentive plans for attendance, behavior and academics; groups and clubs such as the Principal's Multicultural Advisory Committee, Community Tampa Bay, student government; and general student body encouragement. In addition, support is offered on a case-by-case basis in the areas of teen parenting, school-based psychological services, and homeless and transient living supports, as well as access to an attendance specialist and full time school social worker. To aide in the integration of all the aforementioned services, the school has discipline and positive incentives committees with representation from all content areas as well as non-classroom personnel to encourage continuity across the campus.

## 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?

Through the multi-tiered system of supports team and teacher input, specific student needs are addressed. Implementation of a seamless multi-tiered system of supports is achieved by regularly scheduled meetings. The team meets with various stakeholders as needed to discuss behavior and academic concerns and

supports. The team monitors progress using data and teacher input to review effectiveness of tiered interventions. The team periodically shares out information to staff to keep all staff informed. Numerous programs are implemented including Check-In Check-Out, strategies for success, Daily Behavior Ratings, weekly grade assessments, and Scholastic Achievement Manager for reading interventions and Lexile growth.

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

Students who are not responding to universal supports are identified through data analysis processes including school-wide class grade checks done every other week and reviewed in the multi-tiered system of supports team meetings, periodic progress monitoring tests such as Write Score, Scholastic Reading Inventory, and district common assessments, and graduation checks and transcript reviews completed quarterly.

**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?

The administrative team provides training in the Marzano evaluation system which is rooted in research-based strategies. Due to the unique nature of our students, teachers are expected to be creative and resourceful in helping meet the students where they are currently at while pushing students towards mastery of the rigorous grade level standards with appropriate scaffolding. Since Bayside High School is on an accelerated 4x4 pacing, teachers are expected to modify district provided curriculum guides while still meeting the standards. The principal conducts data chats monthly with instructors of core academic subjects where individual students earning Ds or Fs are discussed, including strategies to improve the students' academic standing.

 **School Culture / SWBP / Key Strategies**

|  |                                    |
|--|------------------------------------|
| <b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?  |                                    |
| Goal: Increase the perceived level of respect for both students and staff as indicated on the student survey questions 4, 6, 7, 24, and 27 so that each of these responses have an average score of 3.6 or higher.   |                                    |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible      |
| Staff members emphasize, teach, model, and frequently revisit the governing guidelines of Being Prepared, Having Respect, and Showing Responsibility.  | P. Fuller, S. Gregg, D. Kretz      |
| <b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.   |                                    |
| Goal: Reduce the risk ratio for Black students from 2.14 for the 2015/16 school year to 1.5 by the end of the 2016/17 school year.   |                                    |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible      |
| To continue to monitor and check for cultural bias among all stakeholders while providing ongoing staff/stakeholder development through professional learning communities for instructional staff and student activities delivered through Community Tampa Bay in support of developing a common understanding of preparedness, respect, and responsibility. | P. Fuller and Discipline Committee |
| <b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.  |                                    |
| Goal:  |                                    |

| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
|---|-------------------------------|
|   |                               |



## Standards-Based Instruction for Learning

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

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

Our school has embraced the use of scales aligned to state standards in every classroom. We have had multiple professional learning community meetings to ensure that all teachers have a firm understanding of scales and are able to implement them in their classrooms. Scales was a major focus for the 2015/2016 school year since they assist with student engagement and understanding of each standard. Our Instructional Support Model visit from the 2015/16 school year indicated that 85% of the classrooms visited had clearly evident rigor, which was higher than the district-wide observed evident rigor of 59%. The visit also revealed evident student engagement similar to trends across the district with 54% of students for Bayside High School and 54% for the district. Our school has also employed data chats to speak with individual students to make sure they know what they need to graduate and be successful in class. Teachers also use rubrics in classrooms so students know what is expected of them to acquire the understanding of the standards in the course. To measure our successes, we look at concordant scores and EOC results to see if our processes are effective.

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?

In order for Bayside High School to increase rigor and student engagement, more project-based and authentic assessments, such as document-based questions and learner portfolios, need to be included to move students to levels of greater cognitive complexity on the standard-based scales. This proves exceptionally challenging due to attendance and mobility combined with the shortened academic time span of the 4x4 schedule. Attendance is essential for student success and poor attendance contributes to the students’ lack of engagement as a result of feeling disconnected with the curriculum. In addition, student tacking of progress on standards-based learning goals and scales will help to increase both rigor and engagement as students can see their improvement and movement towards more complex thinking and activities. Lastly, reading comprehension is key for students to be successful. Literacy skills need to continue to improve so that students will remain engaged and can use those skills to master state standards. Attendance data, climate surveys, data from test scores, and class grades are all used to evaluate where improvement needs to take place.

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.

Students who attend Bayside High School tend to have negative attitudes and experiences when it comes to formal testing situations (Pinellas Common Assessments, EOCs, and State FSAs), so teachers need to monitor growth in meeting state standards in alternative ways such as teacher created formative and summative assessments. Scales are already established as an integral part of the classroom, and for the 2016/17 school year, the expectation is for every teacher to increase the number of posted scales as well as

provide more opportunities for students to track and reflect their progress per the scales. Teachers use scales to evaluate students' performance on standards in order to determine if reteaching or additional practice is needed. Teachers also use district assessment tools to evaluate students' growth. The Scholastic Reading Inventory is administered three times a year to measure students reading Lexile and record their growth. The Write Score test is given twice a year for teachers to review where their students are, in regards to writing, and structure instruction around strengths and needs. Computer software programs like Carnegie and Think Through Math are also used to assess where students are and what additional supports are needed. All of these assessments allow teachers to track student growth and to structure their classroom in the best way to meet state standards.

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).

Upon enrolling into Bayside High School, all students have an individualized orientation, during which prior academic performance is reviewed and a plan of action is developed collaboratively, between the school and the student, to facilitate the student's graduation with their cohort when possible. Most students transferring to Bayside High School are performing significantly below grade level and are overage; therefore, teachers must differentiate instruction to accommodate numerous different levels of abilities and learning styles, while still pushing each student closer to grade level mastery of standards. Academic progress is also achieved through use of the media center program and the collaboration of the media center specialists with teachers and students. To further prepare students for college/career, students participate in the Future Plans program to help them identify possible career choices for after graduation. Additional supports to help students graduate with their cohort and to close the gap of where students are currently performing and their expected grade level performance include our Extended Learning Program after school, tutoring supported through Title 1 funds, and individualized differentiated computer software such as Read 180, Carnegie, Newsela and GradPoint.

**Standards-Based Instruction / Key Strategies**

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

| Instructional Strategy 1   |                               |
|--|-------------------------------|
| 4 x 4 Scheduling   |                               |
| How are data collected and analyzed to monitor implementation of this strategy?  | Name of person(s) responsible |
| The purpose of the 4 x 4 schedule is to provide students who are overage or not on track for graduation the opportunity to earn additional credits than they would on the traditional single period day. This alternative schedule allows students to focus their attention on fewer subjects in greater depth during a term, while also offering the opportunity for students to retake failed courses during the same academic school year. The number of credits awarded each quarter is tracked to determine successful implementation of the accelerated pacing of courses, and student performance on state and district assessments is periodically analyzed in a data-driven dialogue format. Student and parent satisfaction with the alternative schedule is monitored through the annual administration of the anonymous surveys via the AdvancEd platform. | School Based Leadership Team  |
| Instructional Strategy 2   |                               |

|   |  |
|---|--|
| Content area reading and evidence-based writing strategies in all classrooms  |  |
| How are data collected and analyzed to monitor implementation of this strategy?   | Name of person(s) responsible                    |
| Instructional staff will infuse grade level comprehension, vocabulary, and fluency instruction with appropriate supports so that all student can effectively interact with course materials. This will include student access to materials through various before, during, and after reading activities. The majority of the school population are below-grade-level readers; however, it is still the expectation that grade level text will be used in all classes with scaffolding and instructional supports to foster student success. Instructional staff will implement these strategies while department heads and school administrators will monitor through frequent class observation using iObservation as a feedback tool. Professional Learning Communities will meet to discuss the implementation and effectiveness of specific lessons with a focus on learning through literacy. Administrators will periodically check lesson plans to ensure that varied research-based reading strategies incorporating writing in response to reading are being used. | Administrative Team and Literacy Leadership Team |
| <b>Instructional Strategy 3</b>   |  |
| Continued and increased use of learning goals and scales  |  |
| How are data collected and analyzed to monitor implementation of this strategy?   | Name of person(s) responsible                    |
| Teachers will revisit and revise learning goals and scales made through the deconstruction of the standards addressed in their subject area. Teachers will closely analyze what skills and concepts students will need to achieve mastery on specific standards. Using detailed standards-based scales will develop clear learning goals and targets for each unit and lesson. Monitoring will include inclusion of learning scales that articulate daily targets and convey the levels of understanding and performance on lesson plans as well as artifacts evidencing that students can track their own progress and growth. Through both formal and informal classroom observations, school leaders will ensure that goals and scales are available to students. Teachers will reference the applicable goals and scales throughout the lesson to allow students to reflect upon their learning and for teachers to provide feedback regarding progress.  | Administrative Team and Department Chairs        |



## Collaboration for Professional Growth

Connections:

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

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

The 2015/2016 climate survey indicated that 79% of the staff agreed or strongly agreed that our school leaders support an innovative and collaborative culture. 13% of staff were neutral and 8% disagreed or strongly disagreed. To improve in this area, Bayside High School’s efforts to encourage a positive working relationship between teachers, staff, and administrators include: assigning a common content/department

mentor to new staff and having graduates of the Transition to Teaching program help and guide new teachers going through the Transition to Teaching program. At professional learning community meetings, teachers and staff are placed in groups and regrouped to encourage more interaction with different people. All support staff are asked to participate on one of the school's committees that meet monthly. Through the hospitality committee, relationships between teachers, staff, and administrators are built and strengthened with such activities as potlucks, celebrations, and secret pals. When celebrating student successes, all staff members are given credit when students meet graduation requirements. During professional learning community meetings, teachers, staff, and administrators reflect and identify sensitivity they had to nuances though Cultural Responsive Teacher training. To improve professionalism and collegiality, the administrative team provides a site specific orientation to help new staff integrate into Bayside. This includes a review of the Bayside High School Staff Handbook which is provided as a hard copy to each staff member as well as electronically. Support staff are recognized with the instructional staff at the same time and to the same extent

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.

Bayside High School plans to support teacher collaboration within content areas by reinstating common planning when possible. Specific times are set aside for professional development, data review, site-based committee work, and faculty meetings. Efforts will made to use a variety of staff members as presenters during afternoon professional learning community meetings when possible to facilitate shared leadership within the school. For the past 10 years the faculty has voted for a modified schedule to allow for a greater block of time for a more in depth professional development once a week.

**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?

Over the past year the focus area for teacher professional development has been building an understanding of the Marzano appraisal model and the high-probability strategies proven to greatest impact learning including creation and use of goals and scales. The initial Marzano training this year led to an effective Instructional Support Model and Data Walkthrough during the fall semester of 2015/16. Discussion with social studies and science teachers have provided anecdotal data that teachers feel as a result of using scales, they have been better able to target and cover the state standards. Bayside High School's next steps are to continue with professional development aligned to the Marzano Model with specific focus on Design Questions 3 and 4 thereby increasing rigor and student engagement. Within these trainings, we will look to include research-based instructional strategies that meet the needs of our specific student population. Within our character education lessons, there will be explicit teaching of school guidelines for success involving preparedness, respect, and responsibility to foster good citizenship both within and outside of school. Additional professional development will also focus on best practices with understanding on how to work with students with disabilities, emotional/behavior issues, and other unique needs.

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

**Targeted Trainings / Teacher and Staff Growth Areas**



| Key trainings planned for summer / fall related to teacher, staff growth needs.                | When?<br>Summer, Pre-School? | Participants?<br>Targeted Group?                              | Expected Outcomes?  |
|--|------------------------------|---|---|
| Learning Goals and Scales to Monitor Progress (Marzano Key Instructional Elements)             | Pre-School, Ongoing          | Instructional Staff   | Increased use of scales with increased evidence of student self-monitoring. |
| Positive Behavior Interventions and Supports   | Fall                         | Full Faculty  | Decreased office disciplinary referrals for repeat offenses                 |
| Elevating and Celebrating Effective Teaching and Teachers (Marzano Key Instructional Elements) | July 19th and 20th, 2016     | P. Fuller, S. Crovo, D. Reid, S. Nicholas, K. Peck, M. Kindig | Reinstate school-based Lead the Learning Cadre                              |
| Increasing Rigor (Marzano Key Instructional Elements)  | Ongoing during Fall          | Professional Learning Communities                             | Increased perception that each student is expected to learn at high levels  |
| Student Engagement (Marzano Key Instructional Elements)  | Ongoing during Fall          | Professional Learning Communities                             | Increased authentic student engagement in all classrooms                    |
| Classroom Management (PBIS)  | Ongoing during Fall          | Full Faculty  | Decreased time out of class due to discipline                               |
|  |                              |   |   |
|  |                              |   |   |



## 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).

In all three AvancED surveys, stakeholders indicated that engaging families in students’ learning and keeping families aware of student progress were areas for possible growth. Bayside High School will continue with the individualized parent and student orientation meetings as well as hosting two back to school nights: one near the start of the school year for first semester and one in January for second semester. During orientation meetings, parents will be presented with the chance to create a parent PORTAL account and email addresses will be collected as an additional means of communication. To

increase the number and frequency of personalized contact with parents, a designated long distance line will be established in the staff data room to allow for greater access for teachers to reach parents.

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

School counselors will provide both day and evening opportunities for parents to attend live sessions at the school that explain graduation requirements, the options available to the students, and post-secondary opportunities.

**Family Engagement / Planning Inventory**

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

| Planning Inventory   | Very few of our families            | Some of our families                | Most of our families                | Nearly all of our families |
|--|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------|
| Families who have a parent PORTAL account and password                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>   |
| Families who regularly log onto PORTAL to check student grades / progress              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>   |
| Families who are in regular contact with teachers in person or by phone, text or email | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>   |
| Families who regularly visit the campus for meetings, conferences or school events     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/>   |

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

**Family Engagement / Key Strategies**

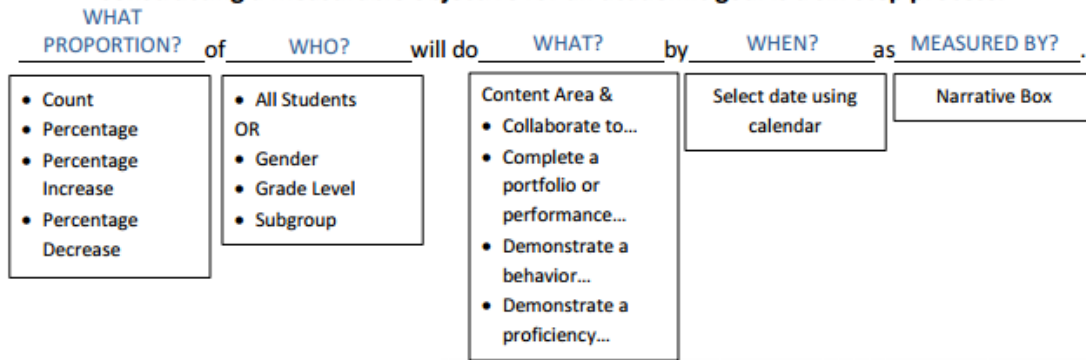
|  |   |
|--|---|
| <b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?  |   |
| Goal: Increase communication with parents.   |   |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible   |
| <ol style="list-style-type: none"> <li>1. Keep updated, accurate contact information in PORTAL.</li> <li>2. Reserve specified time for instructional staff to contact families weekly with the guidelines of 2 positive calls and 2 calls for students needing improvement (Two-by-Two Initiative).</li> <li>3. Emphasize collecting and communicating via Email.</li> </ol> | Administrators and Support Staff<br><br>All classroom and non-classroom instructional personnel |
| <b>Goal 2:</b> 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: As we are not a neighborhood school and serve the entire Pinellas County, we will continue home visits when appropriate and make contact with the other area high schools which are our major stakeholders.  |   |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible   |
| Make high schools aware of enrollment opportunities when available and use Child Study Team logs to determine home visit needs.  | L. Evans<br>M. Dowd   |

|   |                               |
|---|-------------------------------|
| <b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed. |                               |
| Goal:   |                               |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible |
|   |                               |

## Section 2 – School Goals / Action Steps

### Academic Goal

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



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

|  |   |
|--|---|
| <b>ELA / Reading Goal</b>  | <b>Goal Manager:</b> Danette Reid and Lesley Shoultz  |
| 40% of all students will demonstrate proficiency of state English Language Arts Standards by June 30, 2017 as measured by the number of students who meet ELA graduation testing requirement based on their performance on FSA ELA Grade 10 or Retake and FCAT 2.0 Reading Retake, ACT or SAT Concordant Scores, and student receipt of ESE ELA waiver.  |   |
| <b>Actions / Activities in Support of ELA Goal</b>   | <b>Evidence to Measure Success</b>  |
| <p><b>Differentiate instruction based on students’ reading level</b></p> <ol style="list-style-type: none"> <li>1. ELA and reading teachers analyze their class at the beginning of each quarter by looking at previous test scores and performing diagnostic assessments.</li> <li>2. Teachers use student data to develop personalized learning plans designed to help students meet graduation testing requirements through ACT, SAT, FCAT, or FSA depending on student individual strengths and weaknesses.</li> <li>3. Administrative insistence on teacher implementation of Newsela as a part of the curriculum.</li> </ol> <p><b>Build upon students’ prior knowledge of academic vocabulary and literacy to improve foundational skills</b></p> <ol style="list-style-type: none"> <li>1. Teachers use goals and scales to identify students who need remedial help or additional support.</li> </ol> | <p>Student Performance on FSA ELA</p> <p>Scholastic Reading Inventory</p> <p>ACT Reading Scale Scores</p> <p>Teacher Observation</p> <p>Newsela Performance Reports</p> |

|  |  |
|--|--|
| <ol style="list-style-type: none"> <li>2. Department chairs compile a list of key subject area terms and send them to the Literacy Leadership Team who will create a list to use for weekly word of the week.</li> <li>3. Teachers will be provided the word of the week and will be expected and responsible for posting and incorporating usage into their class.</li> </ol>   |  |
| <p><b>Continually assess student progress towards mastery of standards as reflected through the practice of the Marzano Framework and move towards full implementation of learning goals and scales</b></p> <ol style="list-style-type: none"> <li>1. Administration organizes PLC meetings to review scales with teacher testimonials to help with understanding.</li> <li>2. Teachers write, revisit, and revise scales throughout the year.</li> <li>3. Available scales for units are provided to all students.</li> <li>4. Improvement in student and teacher rating on learning goals are analyzed periodically and reflection on progress made.</li> </ol> <p><b>Actively engage students in close reading of texts</b></p> <ol style="list-style-type: none"> <li>1. Teachers incorporate texts of varied content and difficulty from core subject areas in class activities.</li> <li>2. English and reading classes use short, complex reading selections that are reread multiple times with varying purposes.</li> <li>3. Teachers provide numerous opportunities for students to practice with responding to various question types using active reading strategies.</li> </ol> | <p>Student Tracking on Standards-Based Scales</p> <p>Levels of Classroom Engagement Documented on Instructional Support Model Walkthroughs</p> <p>Administration and Peer-to-Peer Classroom Observation of Scale Use</p> |

|   |   |
|---|---|
| <b>Mathematics Goal</b>   | <b>Goal Manager:</b> Jason McDowell   |
| <p>58% of all students will demonstrate proficiency of state Math Standards by July 21, 2017 as measured by the number of students who meet their Algebra 1 graduation testing requirement based on their performance on FSA Algebra 1 EOC or NGSSS Algebra 1 EOC Retake, PERT Math Comparative Score, and student receipt of ESE Algebra EOC waiver.</p>   |   |
| <b>Actions / Activities in Support of Math Goal</b>   | <b>Evidence to Measure Success</b>  |
| <p><b>Differentiate/supplement instruction based on students' abilities</b></p> <ol style="list-style-type: none"> <li>1. Teachers give diagnostic tests aligned to curriculum and supplement with teacher made tests as needed</li> <li>2. Math classes supplement curriculum with additional background/foundational skills through bellwork.</li> <li>3. Teachers use programs such as Carnegie, Think through Math, and Math Nation to deliver and supplement content in conjunction with periodic student conferencing.</li> </ol> | <p>Student Performance on EOC</p> <p>PERT Math Scores</p> <p>Pinellas County Common Assessments</p> <p>Unit Post Tests</p> <p>District Adopted Software Reports (e.g. Carnegie, Think Through Math)</p> |

|  |   |
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| <p>4. Teachers develop and use tools such as Marzano scales, content enhancement routines, and interactive notebooks as formative assessments and to provide student feedback.</p> <p><b>Increase number of students meeting graduation testing requirements by providing test preparation for PERT and building background knowledge</b></p> <ol style="list-style-type: none"> <li>1. Math department offers tutoring during lunch and after school 3 times a week using district developed three week program.</li> <li>2. Teachers give weekly pre/post-tests to differentiate instruction to determine what students will work independently and/or in small groups.</li> <li>3. Bayside will administer the PERT monthly after school during ELP and quarterly during school.</li> <li>4. Math department will help students sign up for the St. Petersburg College free PERT preparation online course.</li> </ol>                  |   |
| <p><b>Use appropriate progression in course assignment and within class instruction</b></p> <ol style="list-style-type: none"> <li>1. Math teachers and guidance maintain an open line of communication to ensure proper course placement.</li> <li>2. Teachers will teach background skills not in the curriculum needed to understand concepts required for standards mastery.</li> <li>3. Teachers give students remediation based on individual students skills and needs through various computer-based programs.</li> </ol> <p><b>School wide initiative to increase math literacy</b></p> <ol style="list-style-type: none"> <li>1. Prior to start of school, math teachers will compile at least 30 math vocabulary and concepts to be distributed around school weekly through multiple methods.</li> <li>2. Math department will develop an incentive program throughout the year at various levels of participation.</li> </ol> | <p>Student Performance on EOC</p> <p>PERT Math Scores</p> <p>Pinellas County Common Assessments</p> <p>Unit Post Tests</p> <p>District Adopted Software Reports (e.g. Carnegie, Think Through Math)</p> |

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| <b>Science Goal</b>   | <b>Goal Manager:</b> Dave Detwiler   |
| <p>64% of all students will earn the required credit in Biology and participate in the state Biology EOC by July 21, 2017 as measured by graduation requirement and testing reports from Focus Student Information System.</p>  |  |
| <b>Actions / Activities in Support of Science Goal</b>  | <b>Evidence to Measure Success</b>   |
| <p><b>Develop yearlong root word, prefix, and suffix course work, spanning all sciences and branching into other disciplines</b></p> <ol style="list-style-type: none"> <li>1. Science department develops and shares a list of vocabulary, root words, prefix and suffixes that are content specific.</li> </ol> | <p>Results from Academic Games e.g. Kahoot!, Jeopardy</p> <p>State EOC and District Common Assessments</p> |

|   |  |
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| <ol style="list-style-type: none"> <li>2. Teachers align the content/vocabulary with the subject and state standards.</li> <li>3. Science classes use rubrics for students to respond and demonstrate their understanding of root words.</li> <li>4. Teachers use academic games to engage students in learning and review of words.</li> </ol> <p><b>Teacher provides students with opportunities to engage in reading/rereading, revising of work and performance tasks according to primary and supplemental texts aligned to standards and the scope of the district pacing guide.</b></p> <ol style="list-style-type: none"> <li>1. Teachers modify district recommended pacing guide to meet the 4x4 schedule and monitor student progress towards mastery of standards, adjusting as necessary.</li> <li>2. Teachers post and reference learning goals and daily targets.</li> <li>3. Students use primary and supplemental texts and tasks that require critical thinking to apply scientific concepts to various situations.</li> <li>4. Teachers collaborate with colleagues on rubrics to assess students' understanding of content and practice the scoring of written work as a means of formative data.</li> <li>5. Teachers and students track progress of student learning goals using Marzano scales.</li> </ol> | <p>Comparison of Concept Reviews with Chapter Test Results</p> <p>Student Performance on Rubrics</p>   |
| <p><b>Provide extensive inquiry-based instruction which includes research, scientific thinking and writing opportunities using claims and evidence</b></p> <ol style="list-style-type: none"> <li>1. Classes use rubrics for short and extended writing connected to student participation in multi-class hands-on labs as well as virtual labs.</li> <li>2. Teachers plan research-based learning to help students make real world connections to make content meaningful.</li> <li>3. Science assignments provide opportunities for students to make claims, test them, and defend their claims with evidence.</li> </ol> <p><b>Teachers will use data to differentiate and scaffold instruction to increase overall student performance as reflected through the practice of the Marzano framework and move towards full implementation of learning goals and scales</b></p> <ol style="list-style-type: none"> <li>1. Teacher use formative assessments to determine student performance and modify instruction.</li> <li>2. Teachers review student performance on Marzano scales to plan skill /strategy based lessons that support student mastery of standards.</li> </ol>  | <p>Scores on Task Specific Rubrics</p> <p>Student Self-Rating on Scales</p> <p>Teacher Assessment of Student Progression on Scales</p> <p>Lesson Plans with Time Reserved for Scale Use</p> <p>State EOC and District Common Assessments</p> |

|  |  |
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| <ol style="list-style-type: none"> <li>3. Science department revisits and revises scales for units of study.</li> <li>4. Teachers present scales for learning units and designate time for students to rate their progress.</li> </ol> |  |
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### Other School Goals\*

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

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

| <b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)   |   |
|--|---|
| <b>Goal Name:</b> Writing Goal   | <b>Goal Manager:</b> Literacy Leadership Team   |
| 48% of students in the graduation cohort will demonstrate college and career level writing skills by July 21, 2017 as measured by successful student completion of all four required credits in English.   |   |
| <b>Actions / Activities in Support of Goal</b>   | <b>Evidence to Measure Success</b>  |
| <p><b>Teaching vocabulary skills</b></p> <ol style="list-style-type: none"> <li>1. Teachers gather baseline data and prioritize basic academic content specific needs.</li> <li>2. Literacy Leadership Team will create a “Word of the Week” program.</li> <li>3. “Test Taking Word” posters are posted around campus in classrooms and common areas.</li> <li>4. School wide game or contest based on vocabulary and word parts.</li> </ol> <p><b>Improve student understanding and practice of the writing process</b></p> <ol style="list-style-type: none"> <li>1. English Department creates a writing process poster for use in all classrooms.</li> <li>2. Teachers present lesson to students on how to brainstorm and develop ideas.</li> <li>3. English classes teach, review and make reference to content area writing process which includes selecting text to use as evidence to support claims.</li> <li>4. Electronic submission and grading such as turnitin.com are used to evaluate writing.</li> </ol> | <p>Write Score Assessment</p> <p>Student Writing Samples</p> <p>Performance on FSA Writing Rubrics</p> <p>Progression on Standards-Based Scales</p> |
| <p><b>Increase student use of technology in their writing practice</b></p> <ol style="list-style-type: none"> <li>1. Teachers will incorporate the use of hands-on technology activities in lesson planning.</li> <li>2. Media Center will act as a gateway to teach and model best practices using online resources.</li> <li>3. Students create an electronic publishing platform (blog) and develop individual student writers in a Club activity.</li> <li>4. Teachers encourage students to document their presentations using video throughout the content areas.</li> </ol>   | <p>Write Score Assessment</p> <p>Student Writing Samples</p> <p>Performance on Rubrics</p> <p>Progression on Standards-Based Scales</p>             |

|   |  |
|---|--|
| <p>5. Teachers require a research-based assignment in the content areas each semester.</p> <p><b>Provide opportunities to develop Listening and Speaking skills using Writing to demonstrate learning</b></p> <ol style="list-style-type: none"> <li>1. Teachers plan lessons using oral language and writing such as Socratic Seminars, debate, and interviews.</li> <li>2. Cornell Note taking and study strategies are explicitly taught to students.</li> <li>3. Teachers create an Oral Language Event – Spoken Word or Debate.</li> <li>4. Incorporate presentations in the research assignment each semester.</li> </ol> |  |
|---|--|

| <b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)   |  |
|--|--|
| <b>Goal Name:</b> Social Studies   | <b>Goal Manager:</b> Daryl Schuster  |
| 56% of all students will earn the required credit in U.S. History and participate in the state U.S. History EOC by July 21, 2017 as measured by graduation requirement and testing reports from the Focus Student Information System.  |  |
| <b>Actions / Activities in Support of Goal</b>   | <b>Evidence to Measure Success</b>   |
| <p>Actively engage students in using goals and scales to show progress and eventual mastery of each standard. Teachers will create level 2 and 3 goals that will reflect the standard with each chapter to improve literacy and reading skills.</p> <p>Assign available teacher aids to assist with low level Lexile readers. Teacher aids and/or paraprofessionals will work individually with ESE populations in classrooms to increase student performance on reading, writing, statistics, and document analysis.</p>      | <p>Scholastic Reading Inventories</p> <p>Kinesthetic Highlighting and Identification of Topic Sentence</p> <p>Vocabulary Acquisition</p> |
| <p>Teachers will implement Document Based Question approach with 2 to 3 social studies topics. Students will use document analysis sheets to comprehend complex informational text, to locate evidence, and make inferences to address the question and write an effective argument in essay format.</p> <p>Actively engage students in rigorous tasks aligned to U.S. History EOC. Administer and review student performance on the progress monitoring assessment and think critically as required on the EOC assessment</p> | <p>Student Completion and Performance on DBQs</p> <p>District Midterm Assessment</p> <p>State U.S. History EOC</p>                       |

| <b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)  |  |
|---|--|
| <b>Goal Name:</b> College Readiness   | <b>Goal Manager:</b> Guidance Department |
| 100% of the 2013 and 2014 student cohorts will complete Future Plans by the end of the school year as measured by the Future Plans Completion Report. |  |



| Actions / Activities in Support of Goal  | Evidence to Measure Success  |
|--|--|
| Future Plans will be completed through PCSD and Guidance pull out session from reading classes to have juniors and seniors finish the program. | Future Plans reports that show student completion of program                       |
| Guidance counselors will use results to discuss post-secondary plans individually with students.   | Guidance will run reports that indicate how many and which students were reviewed. |

**Academic Achievement Gap**

| Subgroup Goal (Black)  | Goal Manager: Patricia Fuller and Darrell Kretz |
|--|---|
| 28% of Black students will successfully meet all graduation requirements by July 31, 2017 as measured by the number of students who attain a standard high school diploma. |   |

| Actions / Activities in Support of Black Goal  | Evidence to Measure Success   |
|--|---|
| <p><b>Develop relationships with students.</b></p> <ol style="list-style-type: none"> <li>1. Use community representatives to come to the school to work with a target group of students needing mentoring.</li> <li>2. Increase praise for attendance and reward students for small, frequent successes (e.g. certificate for weekly perfect attendance, cookie pass for effort, “Do the Right Thing” drawing for students with no referrals.)</li> <li>3. Develop a “caught in the act” of being good for students to get tangible reward provided on the spot for immediate recognition.</li> <li>4. Acknowledge students over announcements who make good choices that progress them towards graduation.</li> <li>5. Reach out to parents to encourage greater involvement in school (e.g. entice parents through offering food and small prizes).</li> <li>6. Provide tools for parents to be involved with their students’ education such a meetings to inform parents how to navigate Focus, motivate their student, understand graduation requirements, and become aware of post-secondary opportunities.</li> </ol> | <p>Student and Parent Responses on Annual AdvanceEd Survey</p> <p>Increased Attendance</p> <p>Decreased Number of Office Disciplinary Referrals</p>     |
| <p><b>Provide opportunities for academic remediation and enrichment.</b></p> <ol style="list-style-type: none"> <li>1. Teachers perform authentic progress monitoring where immediate feedback and adjustment of curriculum to meet students’ needs and goals of passing state assessments occurs seamlessly in all classes.</li> </ol>  | <p>Percentage of Enrolled Students Passing Classes</p> <p>On Track Graduation Reports</p> <p>Progress on State, District, and Classroom Assessments</p> |

|   |   |
|---|---|
| <ol style="list-style-type: none"> <li>2. Students are placed in groups according to student area of deficit that was identified on previous standard testing results.</li> <li>3. An interventionist assists in regular education classrooms to aide struggling students in the classroom with school work.</li> <li>4. Offer free transportation home from school for students afterschool so more students can attend Extended Learning.</li> <li>5. Offer before school and lunchtime tutoring for students who cannot attend afterschool Extended Learning.</li> <li>6. Provide additional incentives such as extra credit in class and small snacks for students to get small group and individuated attention by attending and actively participating in Extended Learning.</li> </ol> | <p>Participation in Extended Learning Program</p> |
|---|---|

|                            |                      |
|----------------------------|----------------------|
| <b>Subgroup Goal (ELL)</b> | <b>Goal Manager:</b> |
|                            |                      |

| <b>Actions / Activities in Support of ELL Goal</b> | <b>Evidence to Measure Success</b> |
|--|------------------------------------|
|  |                                    |
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|--|---------------------------------|
| <b>Subgroup Goal (ESE)</b>   | <b>Goal Manager:</b> Kathy Kaye |
| 37% of ESE students will successfully meet all graduation requirements by July 31, 2017 as measured by the number of students who attain a standard high school diploma. |                                 |

| <b>Actions / Activities in Support of ESE Goal</b>  | <b>Evidence to Measure Success</b>  |
|---|---|
| <p>Utilize support facilitation model in core academic classes with high numbers of ESE students and traditionally low passing percentages.</p> <p>Offer support to students with disabilities from ESE Associates in core academics.</p> | <p>Improved Overall Grades in Classes for Students with Disabilities</p> <p>Student Performance on Standardized Tests</p> |
| <p>Increase the proper implementation of ESE strategies in general education classrooms by all teachers.</p> <p>Case managers have data chats on students progression based on graduation cohort requirements</p>                         | <p>Quarterly Meetings with Students with Disabilities</p> <p>On time Graduation Tracking Report</p>                       |

|  |                                   |
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| <b>Subgroup Goal (If Needed) Healthy Schools</b> | <b>Goal Manager:</b> Shandy Gregg |
|--|-----------------------------------|

| <b>Goal Name:</b> Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.   |  |
|--|--|
| <b>Actions / Activities in Support of Goal</b>   | <b>Evidence to Measure Success</b>   |
| <p>In 2015-16, school was eligible for national recognition in <u>1 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.</p> <p>Target for 2016-17, is to become eligible for national recognition in <u>2 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p> | <p>By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p> |
|  |  |

**Early Warning Systems (EWS) -- Data and Goals**

| Early Warning Indicator*<br>(Number of students by grade level) | Grade 9th | Grade 10th | Grade 11th | Grade 12th | Grade <i>Select</i> | School |    |
|---|-----------|------------|------------|------------|---------------------|--------|----|
|   |           |            |            |            |                     | #      | %  |
| Students scoring at FSA Level 1 (ELA or Math)                   | 3         | 26         | 121        | 32         |                     | 182    | 63 |
| Students with attendance below 90 %                             | 8         | 31         | 166        | 92         |                     | 297    | 82 |
| Students with excessive referrals**                             | 6         | 24         | 103        | 51         |                     | 184    | 51 |
| Students with excessive course failures**                       | 0         | 3          | 158        | 76         |                     | 237    | 65 |
| Students exhibiting two or more indicators                      | 7         | 24         | 166        | 89         |                     | 286    | 79 |

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

**EWS - Attendance**

| <b>Attendance Goal</b>  |   |
|---|---|
| Please ensure that your goal is written as a SMART goal.  |   |
| Students will attend school regularly to achieve a successful passing rate so they can receive a diploma  |   |
| Students will increase attendance which will decrease the 82.05 percentage of students who are absent 10% or more by 1% each quarter  |   |
| <b>Actions / Activities in Support of Attendance Goal</b>   | <b>Evidence to Measure Success</b>  |
| <p>Teachers, guidance, and students services make increased parent contact.</p> <p>Attendance Social workers focus attention on middle 1/3 of students more</p> <p>Administration tracks new students with pattern of high attendance on a contract</p> <p>Teachers data survey for why attendance is low</p> <p>Visual attendance sheet in each class so students can see when they missed</p> | <p>Better Grades</p> <p>Diploma</p> <p>Attendance Records</p> <p>Lower Out of School Attendance</p> <p>ELP and Bus Passes Offered</p> |
| <p>Positive Incentives</p> <p>Increased access to clothes closet again</p> <p>Students who meet the less than 10% absences may be released to an activity 10 minutes early on Friday.</p> <p>Students meeting attendance parameters may be released daily 2 minutes early for lunch</p> <p>Attend 5 days in a week drawings on Friday</p>   |   |

**EWS - Discipline**

| <b>Discipline Goal</b>  |                                    |
|---|------------------------------------|
| Please ensure that your goal is written as a SMART goal.  |                                    |
| To reduce the overall referral rate by 15% by the end of the 2016-2017 school year as measured through overall referral data. |                                    |
| <b>Actions / Activities in Support of Discipline Goal</b>   | <b>Evidence to Measure Success</b> |
| <p>Increase CHAMPS in classrooms school wide.</p>   | <p>Classroom Walkthrough Data</p>  |

|  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The discipline team will work to better educate the staff on creating productive procedures for the classrooms.</li> <li>2. Committee members identify what procedures will work best in a classroom setting.</li> <li>3. Teacher leaders demonstrate how to use the procedure in a staff meeting and to refer the staff to teachers who are already having success with specific procedures.</li> <li>4. The discipline team will monitor and assist teachers who are trying new classroom management procedures and to provide yearlong assistance when needed.</li> <li>5. Administrative team will conduct periodic walkthroughs to see how the above programs are working and provide feedback and guidance when needed.</li> </ol> |   |
| <p><b>Use Restorative Practices and Positive Incentives.</b></p> <ol style="list-style-type: none"> <li>1. All staff will learn about restorative practices and the benefits that our staff and students can have from the systemic and consistent implementation of these processes. This will be through short trainings at PLCs throughout the school year.</li> <li>2. Teachers will also continue to work through positive incentives to ensure that as a school we are promoting positive behavior and rewarding students for making the right choices.</li> </ol>   | <p>Number of Office Disciplinary Referrals</p> <p>Risk Ratios for Student Subgroups</p> |

|  |   |
|--|---|
| <p><b>Discipline Goal – Other</b> (as needed)      Please ensure that your goal is written as a SMART goal.</p> <p>Specify</p> |   |
| <p> </p>   |   |
| <p><b>Actions / Activities in Support of Goal</b></p>  | <p><b>Evidence to Measure Success</b></p> |
| <p> </p>   | <p> </p>                                  |
| <p> </p>   | <p> </p>                                  |
| <p> </p>   | <p> </p>                                  |

**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.

As each student enters Bayside a counselor reviews transcripts and cohort Graduation requirements for early intervention. Each students' schedule is completed by hand based on their individual needs. Each quarter all transcripts are reviewed by counselors and administration for progress towards graduation. Students are scheduled into GradPoint classes on an as-needed basis. GradPoint, content tutoring, ACT prep, and PERT practice are available to all students after school three or more days a week through the Extended Learning Program, daily during lunch, and before school.

**Early Intervention / Extended Learning Goal**

Please ensure that your goal is written as a SMART goal

Goal: There will be a 10% increase in the number of students that attend extended learning opportunities (before, during, & after school) by the end of the year as measured by student sign in logs.

| Actions / Activities in Support of Goal   | Evidence to Measure Success  |
|---|--|
| Start before school tutoring/GradPoint from 6:15-6:45 five days a week  | Student sign-in logs   |
| GradPoint & content tutoring available during lunch   | Increase in the number of GradPoint courses completed during the school year       |
| After school ELP changed to be offered on consecutive days: Tuesday, Wednesday, and Thursday                          | Increase in the number of days individual students attend                          |
| ACT Test Prep & Pert practice beginning from August 2016 during lunch and after school                                | Student sign-in logs   |
| Continue to offer the PERT at least once per quarter during school hours and start offering it bi-weekly after school | Increase in the number of students meeting the testing requirements for graduation |

## Section 3 – Required Items / Resources

### Instructional Employees

| Current Instructional Staff Members    |       |                                       |       |
|--|-------|---------------------------------------|-------|
| # of Instructional Employees           | 24    | % with advanced degrees               | 33.3% |
| % receiving effective rating or higher | NA    | % first-year teachers                 | 4.2%  |
| % highly qualified (HQT)*              | 96%   | % with 1-5 years of experience        | 20.8% |
| % certified in-field**                 | 100%  | % with 6-14 years of experience       | 33.3% |
| % ESOL endorsed                        | 16.7% | % with 15 or more years of experience | 41.7% |

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

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

Whenever possible, candidates for new positions are interviewed by a team comprised of Bayside's administration, instructional personnel, and support staff. Principal Fuller oversees and is committed to all staff members having the opportunity to earn additional monies funded through Title I in various ways to include: teaching and tutoring through the Extended Learning Program, preparing for delivery of professional development, data analysis, and curriculum writing. Additionally, staff members are able to receive compensation for their participation outside of contractual hours on school-based committees such as the School Improvement Team, the Literacy Leadership Team, and the Discipline Committee. Leadership development opportunities are available and encouraged.

Bayside will promote high morale through relationship building among staff. Administrators publicly and privately celebrate the contributions of all instructional and support staff to the school team and the students it serves. All staff participate in collaborative Professional Learning Communities facilitated by various school-based committees, such as the Literacy Leadership Team, Hospitality Committee, the Positive Incentives Committee, Multi-tiered Systems of Supports Team, Closing the Gap Committee and the Positive Behavior Interventions and Supports committee, after school and during planning periods to ensure that instructional staff remain engaged in collegial conversation focused on best practices.

The school offers various resources to help support teachers provide the best possible learning opportunities for students. The school staff includes two actively engaged social workers as resources and support for students with varying needs and has access to a social worker who works with homeless children. The school-based coach will also work with staff to review and analyze data for targeted differentiation and individualization for lesson planning purposes. Bayside also has a full time technology technician to maintain all mobile and stationary computer labs available to teachers for classroom/student use.

 SAC Membership

| SAC Member / First Name | SAC Member / Last Name | Race   | Stakeholder Group  |
|-------------------------|------------------------|--------|--------------------|
| Shandy                  | Gregg                  | White  | Principal          |
| Stevie                  | Thomas                 | Black  | Business/Community |
| Patty                   | Ruhtz                  | White  | Support Employee   |
| Henry                   | Johnson                | Black  | Business/Community |
| Michelle                | Watkins-Rogers         | Black  | Parent             |
| Deven                   | Jones                  | Black  | Student            |
| Kristen                 | Peck                   | White  | Teacher            |
| Christy                 | Napier                 | White  | Business/Community |
| Lori                    | Hamilton               | White  | Parent             |
| Tonya                   | Wright-Gaskin          | Black  | Parent             |
|                         |                        | Select |                    |
|                         |                        | Select |                    |

**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: 8/26/2016 |
|---|-----------------------------|------------------------------------|

**SBLT / MTSS Leadership Team**

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

|   |                             |  |
|---|-----------------------------|--|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Chairperson: Patricia Fuller and Monica Vann |
|---|-----------------------------|--|

|   |
|---|
| State Days / Intervals that Team meets below.   |
| SBLT meets weekly on Friday mornings. MTSS meets every 2 <sup>nd</sup> and 4 <sup>th</sup> Thursday of the month. |

**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.

|  |
|--|
| Bayside High School will use all SIP funds to support student achievement and attendance by purchasing bus passes for students meeting work requirements during ELP and to provide positive incentives for academic and attendance aligned successes. It will also be used to support the purchase of SAT vouchers to be used with seniors who need additional opportunities to achieve graduation requirements. |
|--|

|   |
|---|
| Use this space to paste budget, if desired. |
|---|