

Pinellas County Schools

Bayside High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	12
IV. ATSI, TSI and CSI Resource Review	30
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	32

Bayside High School

14405 49TH ST N, Clearwater, FL 33762

<http://www.bayside-hs.pinellas.k12.fl.us>

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Bayside High School provides an inclusive, supportive, environment for all scholars to learn and achieve.

Provide the school's vision statement.

Bayside High School will engage and inspire all scholars to graduate.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Savage, Erin	Principal	Administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation.
Megan, Marshall	Assistant Principal	Curriculum/Master scheduling, Discipline, Data, Exceptional Student, Facilities, Transportation, PBIS, MTSS.

Stakeholder Involvement and SIP Development

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. (ESSA 1114(b)(2))

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

Members of the Leadership team met and reviewed parent input provided by surveys, academic data provided by the DOE and Pinellas County AAR team, as well as focus discipline data and schools profile data.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Plan will be revised as necessary based on data reviews at monthly teacher PLC's ,SBLT, and CST meetings. As well as monthly student data chats, and weekly senior data chats.

Data reviews from District Common Assessments, State EOC results and FAST Progress Monitoring will

also be used.

Formal and Informal classroom observations will be conducted for effective implementation and professional development added to plan as necessary.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	72%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: COMMENDABLE 2016-17: COMMENDABLE
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	186
One or more suspensions	0	0	0	0	0	0	0	0	0	0	53
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	88

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	5

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that 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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	0						8		
ELA Learning Gains	9								
ELA Lowest 25th Percentile									
Math Achievement*	5			2			0		
Math Learning Gains	27			19					
Math Lowest 25th Percentile									
Science Achievement*	0			8			8		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	21			13			6		
Middle School Acceleration									
Graduation Rate	65			65			44		
College and Career Acceleration	2			0			2		
ELP Progress									

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	129
Total Components for the Federal Index	8
Percent Tested	73
Graduation Rate	65

ESSA Subgroup Data Review (pre-populated)

2021-22 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%
SWD	35	Yes	3	
ELL				
AMI				
ASN				

2021-22 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%
BLK	26	Yes	3	3
HSP	36	Yes	3	
MUL	33	Yes	1	
PAC				
WHT	30	Yes	3	3
FRL	17	Yes	3	3

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. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	0	9		5	27		0	21		65	2	
SWD										70	0	
ELL												
AMI												
ASN												
BLK				5				18		77	3	
HSP										71	0	
MUL										33		
PAC												
WHT				10				50		57	3	
FRL	0			7			0	29		67	1	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students				2	19		8	13		65	0	
SWD										69	0	
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK				0			0	0		61	0	
HSP										72	0	
MUL										60		
PAC												
WHT				6				23		67	0	
FRL				2	12		5	9		61	0	

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	8			0			8	6		44	2	
SWD										42	0	
ELL												
AMI												
ASN												
BLK				0				4		42	0	
HSP										54	0	
MUL												
PAC												
WHT				0			15	12		40	0	
FRL				0			10	5		43	0	

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

Attendance below 90% dropped 1% overall to 87%. This was our lowest performance.

ELA gains were 38% (2022)
Proficiency level (2022-23):
7% Level 3 or above.

Math gains 55% (2022)
Proficiency levels (2022-23)
Algebra 5% Level 3 or above.
Geometry 22% Level 3 or above.
Overall Math gains 8%

Biology Gains:
18%
Proficiency Level (2022-23)
7% at or above Level 3

US History Gains
43%
Proficiency level (2023)
13% at level 3 or above

PBIS implementation and continuous monitoring. Attendance awards, parent phone calls, and home visits proved to increase attendance engagement.

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

Attendance continues to be the biggest area of concern with 67% of students being at below a 90% attendance rate. The decline was attributed to ineffective parent engagement activities and community outreach.

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.

Bayside had a 38% gain in ELA while the state had a 49% gain. Inexperienced or substitute ELA teachers and an increase of students on APEX courses.
Attendance rate of 68% down from 88% is the second largest gap/are of concern.

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

Math gains of 55% were greatest improvement in 2021-22 school year. No gains reported for 2022-23.

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

Attendance
ELA

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

1. Attendance
2. ELA
3. Math

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2021-2022 school year (22/23 data not available) indicated students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving ELA gains will increase from 38 percent to 51 percent, as measured by 2023-24 FAST & FSA ELA Score Reporting.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Instructional Leadership – Academic Coaches, Admin to review data (common assessment data, walkthrough data).

The AP or Academic Coach will facilitate subject-area planning with all ELA/Reading teachers focusing on improving target/task alignment. During classroom walkthroughs, target/task alignment will be measured using a research-based classroom walkthrough tool.

Progress of each student on each BEST benchmark will be noted, tracked, monitored and acted upon consistently throughout the year through a tracking system.

Person responsible for monitoring outcome:

Joann Lind (lindj@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based Strategy- Professional Learning and Collaborative Planning Communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the communities will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Our 9th and 10th grade ELA classrooms will use anchor charts, graphic organizers, and critical reading protocols to consistently incorporate scaffolding and differentiation to accelerate student-centered learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that PLC's and Collaborative Planning provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continue establish structures and expectations for PLCs and implement Collaborative Planning

- Will hold monthly content area PLC's and weekly Collaborative Planning meetings

- Establish the structure and expectations of Collaborative Planning

- Leadership Teams create a protocol for the cycle within Collaborative Planning for each by August 20th

- Protocol will include strategies and how teachers will be supported with effective teaching methods for standards-based instruction

- Administrators clearly communicate to teachers the way of work for Collaborative Planning

- By the end of PRE-SCHOOL week, teams will collectively develop expectations for before, during and after planning

- By the end of PRE-SCHOOL week, teams will define roles and responsibilities of members (teachers, coaches, admin)

- Professional Development and supports will be used for implementing standards-based instruction with fidelity

Person Responsible: Marshall Megan (marshallm@pcsb.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standards-based data (EOC, common assessments, walkthrough data, etc..) collected from 2021-2022 school year (22/23 not available) indicated students performing below grade level in Math with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving Math gains will increase from 55 percent to 65 percent, as measured by 2023-24 Algebra and Geometry EOC Score Reporting.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs and collaborative planning to monitor implementation. Department Head and Admin to review data (common assessment data, walkthrough data). The Dept. Head will facilitate subject-area planning with all Math teachers focusing on improving target/task alignment. During classroom walkthroughs, Admin will measure target/task alignment using a research-based classroom walkthrough tool.

Person responsible for monitoring outcome:

Marshall Megan (marshallm@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based Strategy- Professional Learning and Collaborative Planning Communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the communities will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that PLC's and Collaborative Planning provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continue establish structures and expectations for PLCs and implement Collaborative Planning

-Will hold monthly content area PLC's and weekly Collaborative Planning meetings

-Establish the structure and expectations of Collaborative Planning

-Leadership Teams create a protocol for the cycle within Collaborative Planning for each by August 20th

-Protocol will include strategies and how teachers will be supported with effective teaching methods for standards-based instruction

-Administrators clearly communicate to teachers the way of work for Collaborative Planning

-By the end of PRE-SCHOOL week, teams will collectively develop expectations for before, during and after planning

-By the end of PRE-SCHOOL week, teams will define roles and responsibilities of members (teachers, coaches, admin)

-Professional Development and supports will be used for implementing standards-based instruction with fidelity

Person Responsible: Marshall Megan (marshallm@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standards-based data (EOC, common assessments, walkthrough data, etc..) collected from 2022-2023 school year indicated students performing below grade level in Biology, less than 5% were level 3 (proficient) a decline from 22%, with a lack of consistency in tasks aligned to data driven lesson planning. A rotation model in which students rotate on a fixed schedule or at the teacher's discretion between learning methods to include activities such as small-group or whole-class instruction, individual tutoring, and graphic organizers will be utilized with online learning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving proficiency will increase from 18 percent to 25 percent, as measured by 2023-24 EOC Biology Score Reporting.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs and collaborative planning and attend meetings to monitor implementation.

Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all Science teachers focusing on improving target/task alignment. During classroom walkthroughs, Admin will measure target/task alignment using a research-based classroom walkthrough tool.

Person responsible for monitoring outcome:

Marshall Megan (marshallm@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Science teachers will utilize online learning to include station rotations and timely formative and summative assessment data to inform reteaching throughout the course.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To provide global education to the students, the teacher must incorporate and allow communication, collaboration, critical thinking and creative problem solving to reflect in their teaching-learning of Science. To make the learning of Science at a secondary level more meaningful, interesting, and efficient to students, station rotation learning can be introduced as a method of instruction to contribute actively to classroom instruction and improve learning outcomes of proficiency at the secondary school level.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Teachers attend PD on use of standards-based grading, progress monitoring and teacher generated data to plan interventions and monitor gains
- Teachers incorporate checks for understanding through common formative assessments and collected data to gauge student progress toward mastery.
- Teachers use data to plan reteaching and station rotations.
- Administrators monitor and support the use of data as teachers develop lessons, small group instruction and stations.
- Teachers meet in monthly PLC's and weekly collaborative planning to review student data (collected from multiple sources, including common assessment
- Administrators and coaches will provide feedback on station rotations.

Person Responsible: Marshall Megan (marshallm@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standards-based data (EOC, common assessments, walkthrough data, etc..) collected from 2022-2023 school year indicated students performing below grade level in History with a lack of consistency in tasks aligned to data driven lesson planning. Collaborative Planning was not implemented consistently to increase student achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving proficiency will increase from 43% percent to 50% percent, as measured by 2023-24 EOC History Score Reporting.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). Admin/Academic coaches will assist in facilitating collaborative planning with all Social Studies teachers focusing on improving target/task alignment and student collaboration. During classroom walkthroughs, Admin/Coaches will measure target/ task alignment using a research-based classroom walkthrough tool.

Person responsible for monitoring outcome:

Erin Savage (savagee@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based Strategy- Professional Learning and Collaborative Planning Communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the communities will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that PLC's and Collaborative Planning provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continue establish structures and expectations for PLCs and implement Collaborative Planning

- Will hold monthly content area PLC's and weekly Collaborative Planning meetings

- Establish the structure and expectations of Collaborative Planning

- Leadership Teams create a protocol for the cycle within Collaborative Planning for each by August 20th

- Protocol will include strategies and how teachers will be supported with effective teaching methods for standards-based instruction

- Administrators clearly communicate to teachers the way of work for Collaborative Planning

- By the end of PRE-SCHOOL week, teams will collectively develop expectations for before, during and after planning

- By the end of PRE-SCHOOL week, teams will define roles and responsibilities of members (teachers, coaches, admin)

- Professional Development and supports will be used for implementing standards-based instruction with fidelity

Person Responsible: Erin Savage (savagee@pcsb.org)

#5. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

16% of students in the senior cohort report are on track to graduate as of June 2023. We expect our performance level to be 70 percent of seniors will graduate on time by May 2024. Our 2021-22 graduation rate was 58%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of students who are on track to graduate will increase from 58 percent to 70 percent, as measured by progress monitoring and assessment data in alignment with school graduation rate from the graduation cohort report.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Graduation Cohort Report, SAT, ACT, FAST, FSA RETAKES, PSAT, Grade Reviews by Quarter will be monitored biweekly during graduation PLC's. In addition, classroom walkthrough data and PLC to ensure standards-based instruction.

Person responsible for monitoring outcome:

Joann Lind (lindj@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based Strategy- Professional Learning and Collaborative Planning Communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the communities will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that PLC's and Collaborative Planning provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continue establish structures and expectations for PLCs and implement Collaborative Planning

-Will hold monthly content area PLC's and weekly Collaborative Planning meetings

-Establish the structure and expectations of Collaborative Planning

-Leadership Teams create a protocol for the cycle within Collaborative Planning for each by August 20th

-Protocol will include strategies and how teachers will be supported with effective teaching methods for standards-based instruction

-Administrators clearly communicate to teachers the way of work for Collaborative Planning

-By the end of PRE-SCHOOL week, teams will collectively develop expectations for before, during and after planning

-By the end of PRE-SCHOOL week, teams will define roles and responsibilities of members (teachers, coaches, admin)

-Professional Development and supports will be used for implementing standards-based instruction with fidelity

Person Responsible: Erin Savage (savagee@pcsb.org)

-Teachers intentionally plan in Professional Learning Community (PLC) groups and collaborative planning for scholars to engage in complex tasks that are aligned to the content standards through grade-level standards and by incorporating research-based learning support strategies.

-Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards-Based Instruction.

-Administrators/Academic/Behavior coaches monitor teacher practice and provide feedback to support teacher growth. Administrators, Guidance and -Academic/Graduation coaches and Counselors regularly observe Graduation Cohort and monitor graduation progression.

Person Responsible: Joann Lind (lindj@pcsb.org)

#6. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance continues to be the biggest area of concern with 87% of students being at below a 90% attendance rate. Seniors accounted for 54% of students below 90% attendance up from 50%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Attendance below 90% will decrease to 70% school wide.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Weekly CST Meetings to review attendance data from focus, home visit outcomes, counselor and teacher phone calls (documented in focus).

Monthly SBLT meetings to discuss and monitor school culture, parent engagement, PBIS monitoring implementation and effectiveness of strategies (ongoing).

Data reviews at content PLC's and collaborative planning meetings.

PBIS rewards activity attendance data reviewed through PBIS Rewards program.

Person responsible for monitoring outcome:

Marshall Megan (marshallm@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Parent phone calls home by teachers, counselors, social worker, and admin.

Home visits by Social Worker

Parent Engagement Activities

PBIS events that include Award Ceremonies

PBIS points awarded for attendance records and quarterly grades.

Greeting students off of the bus and at classroom doors

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers as well as other staff members are essential partners in this work because they can infuse attention to relationships and attendance into their every day interactions.

Children whose families are engaged in their education are more likely to:

Earn higher grades and score higher on tests;

graduate from high school and college;

develop self-confidence and motivation in the classroom; and

have better social skills and classroom behavior.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attendance calls from teachers, counselors, SW's, to parents.

Weekly Connect Ed calls to parents.

On-going parent-teacher conferences

Senior meetings and Information Sessions

Semester Awards Ceremonies

Person Responsible: Erin Savage (savagee@pcsb.org)

#7. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Professional Development in deepening understanding of benchmarks for ELA, Reading, Science, Social Studies and Math as a nonnegotiable for improving student outcomes. Additionally, school faculty will need professional development in PBIS, school climate and equity to help support the needs of all learners.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students will increase their proficiency within their content area by 10% as a direct result of content being taught through the required standards and the correct level of rigor that it calls for.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Common planning, PLC's and coaching logs will be utilized to monitor teacher planning. Walk through feedback and observations will be monitored. Student data will be tracked formative and summative assessments.

Person responsible for monitoring outcome:

Erin Savage (savagee@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As teachers become skilled in the strategy they will see change in their students abilities to process and understand concepts and identify critical concepts. Use of common planning and administrator coach and intervention specialist will occur weekly. Coaches and administrators will also attend professional development to teach our staff in strategies that will increase student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Leadership and content development have very important benefits. They increase employee morale and retention, improve productivity, promote better decision making, build better teams, and train future leaders it contributes to an overall positive working atmosphere.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide professional development on the instructional practices, vertical progression, and unpacking standards for all stakeholders.

Person Responsible: Erin Savage (savagee@pcsb.org)

Utilize PLC's and common planning to collaborate and plan with colleagues.

Person Responsible: Erin Savage (savagee@pcsb.org)

Attend conference in the area of standards, equity, and instructional practices.

Person Responsible: Erin Savage (savagee@pcsb.org)

#8. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Deepening understanding of benchmarks for ELA, Reading, Science, Social Studies and Math as a nonnegotiable for improving student outcomes. Additionally, school faculty will need professional development in PBIS, school climate and equity to help support the needs of all learners.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students will increase their proficiency within their content area by 10% as a direct result of content being taught through the required standards and the correct level of rigor that it calls for.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Common planning, PLC's and coaching logs will be utilized to monitor teacher planning. Walk through feedback and observations will be monitored. Student data will be tracked formative and summative assessments.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As teachers become skilled in the strategy they will see change in their students abilities to process and understand concepts and identify critical concepts. Use of common planning and administrator coach and intervention specialist will occur weekly. Coaches and administrators will also attend professional development to teach our staff in strategies that will increase student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Leadership development has very important benefits. They increase employee morale and retention, improve productivity, promote better decision making, build better teams, and train future leaders it contributes to an overall positive working atmosphere.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide professional development on the instructional practices, vertical progression, and unpacking standards for all stakeholders.

Person Responsible: Erin Savage (savagee@pcsb.org)

Utilize PLC's and common planning to collaborate and plan with colleagues.

Person Responsible: Erin Savage (savagee@pcsb.org)

Attend conference in the area of standards, equity, and instructional practices.

Person Responsible: Erin Savage (savagee@pcsb.org)

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Based on a review of our attendance data, content area learning gains, and graduation data, the stakeholders determined that our funding should be allocated to attendance incentives, to include increased parent engagement and professional development for both instructional and leadership staff.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))

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

We will provide information about SIP, UniSig and SWP at Back to School Night, SAC Meetings in conjunction with EAS. In the attempt to change the narrative of Bayside HS, the SIP 1-pager as well as a 1-pager about the school and what we offer to students and families will be disseminated to local business and organizations.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will offer several parent engagement opportunities to ensure that families see Bayside as positive and viable solution to credit recovery leading to graduation. This process will start at Orientation and will continue to Graduation.

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. (ESSA 1114(b)(7)ii)

Our teachers attend both District and school-based content area PD on a regular basis. Administration will conduct frequent walk-throughs with immediate feedback to teachers, work with District content

specialists and staff developers to assist with struggling teachers. Administration will work with teachers on data-driven instruction and high-yield strategies to build student success.

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 ESSA, 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). (ESSA 1114(b)(5))

At Bayside we have the SAVE Promise Club, offer full service healthy food and nutrition services, students with children have access to child care during the school day and students have the opportunity for Dual Enrollment at PTC-Clearwater.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

School Counselors are divided alphabetically to ensure students academic needs are being met. We have a full-time Social Worker and part-time Psychologist. We have a part-time School Nurse. We have programs such as Girl's Club, 5000 Role Model, Debate Club, SAVE Promise to ensure that students have opportunities to connect with other students and adults outside of the academic realm.

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. (ESSA 1114(b)(7)(iii)(II))

Eligible students can take advantage of Dual Enrollment at PTC. We also have several field trips planned to attend local post-secondary institutions. Our School Counselors ensure that students complete the Naviance activities.

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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We have a robust PBIS school-wide plan as well as Restorative Practices model that assists teachers and students and help them work through any issues. Our VE Specialist works with Administration in order to ensure SWD accommodations are being met.

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. (ESSA 1114(b)(7)(iii)(IV))

Staff is provided with pre-school training, District training, faculty and staff meetings in which the school-wide academic expectations and model for academic for success.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Students who have children have the opportunity to send their children to day care at PTC-Clearwater while they are in school. This is to assist our students, but also to have a safe learning space for their babies as well.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA					\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0251 - Bayside High School	UniSIG			\$3,000.00
			<i>Notes: Instruction, basic/supplies: Materials and supplies supporting instructional delivery including items such as pens, paper, copies, toner, journals, etc.</i>				
2	III.B.	Area of Focus: Instructional Practice: Math					\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0251 - Bayside High School	UniSIG			\$3,000.00
			<i>Notes: Instruction, basic/supplies: Materials and supplies supporting instructional delivery including items such as pens, paper, copies, toner, journals, etc.</i>				
3	III.B.	Area of Focus: Instructional Practice: Science					\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0251 - Bayside High School	UniSIG			\$3,000.00
			<i>Notes: Instruction, basic/supplies: Materials and supplies supporting instructional delivery including items such as pens, paper, copies, toner, journals, etc.</i>				
4	III.B.	Area of Focus: Instructional Practice: Social Studies					\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0251 - Bayside High School	UniSIG			\$2,000.00
			<i>Notes: Instruction, basic/supplies: Materials and supplies supporting instructional delivery including items such as pens, paper, copies, toner, journals, etc.</i>				
5	III.B.	Area of Focus: Graduation: Graduation					\$11,020.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0251 - Bayside High School	UniSIG			\$7,020.00
			<i>Notes: Student transportation services/other purchased services: Test Prep and Bootcamps for proficiency, learning gains and concordant scores 3 days per week for 3 weeks each quarter. Transportation to local post-secondary institutions (PTC, SPC, Eckerd). We will use district transportation when available, but are estimating transportation costs as follows: One bus a day will be needed for 36 trips (3 days/week x 3 weeks x 4 quarters). We are estimating the average cost of a bus will be \$195. (\$195 x 36 = \$7,020)</i>				
			0251 - Bayside High School	UniSIG			\$4,000.00
			<i>Notes: Instruction, basic/supplies: Materials and supplies to improve academic results such as SAT/ACT pre books.</i>				
6	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System					\$17,467.25

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0251 - Bayside High School	UniSIG		\$5,000.00
			<i>Notes: Parental involvement/supplies: The school will host family engagement workshops and invite guest speakers to increase family involvement in student success and build relationships.</i>			
			0251 - Bayside High School	UniSIG		\$9,467.25
			<i>Notes: Instruction, basic/supplies: Materials and supplies for the Girl's Club and 5000 Role Models (resume writing, team building activities, etc.) to increase culture and climate and decrease behavior and improve academic results.</i>			
			0251 - Bayside High School	UniSIG		\$3,000.00
			<i>Notes: Instruction, basic/rentals: The school would like to use the PBIS rewards system to increase student engagement, reduce behavior issues, and reduce absenteeism.</i>			
7	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$6,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0251 - Bayside High School	UniSIG		\$6,800.00
			<i>Notes: Instruction, basic/furniture, fixtures and equipment: Additional laptops to utilize supplemental computer programs to increase engagement through the use of station rotations and assessment to drive instruction.</i>			
8	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				\$21,899.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0251 - Bayside High School	UniSIG		\$15,738.00
			<i>Notes: Instructional staff training services/travel: The school would like to send two administrators to the Harvard School Turnaround Leaders Conference. This conference is normally held in June in Cambridge, MA. The two staff members attending are considered leaders at the school and this program will provide the tools needed to bring about rapid and sustained change at Bayside High School. The school's objectives are to: gain the skills to develop rapid, well thought out improvement action plans, to understand how data-driven decisions can be used to set strategy and assess progress, to learn how transforming school culture fosters high-quality education and to acquire strategies to communicate the school's vision to stakeholders. These objectives match the focus of the conference. Total travel costs (for this five-day program for two staff are \$16,512 and include registration \$7,990 (\$3,995 x 2), lodging \$4,584 (6 nights for 2 rooms x 382), airfare \$1,746 (\$873 x 2), meals \$768 (\$64/day x 6 days x 2), and ground transportation/parking \$650.</i>			
			0251 - Bayside High School	UniSIG		\$2,700.00
			<i>Notes: Instructional staff training services/classroom teachers: We also encourage our teachers to attend professional development outside of the school day to increase their knowledge in instructional practices to increase academics in all subgroups. Stipends for these activities are paid at \$22.50/hour x 120 hours = \$2,700.</i>			
			0251 - Bayside High School	UniSIG		\$367.00
			<i>Notes: Instructional staff training services/retirement: Teacher stipends teacher retirement contribution (13.57%).</i>			
			0251 - Bayside High School	UniSIG		\$184.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): Collaboration teacher FICA taxes (7.65%).</i>			
			0251 - Bayside High School	UniSIG		\$2,400.00
			<i>Notes: Instruction and curriculum development services/classroom teachers: We encourage our teachers to collaborate to create and design lessons that will maximize high yield outcomes. Curriculum development rate is \$20/hour x 120 hours.</i>			
			0251 - Bayside High School	UniSIG		\$326.00

			<i>Notes: Instruction and curriculum development services/retirement: Collaboration hours retirement contribution (13.57%).</i>			
			0251 - Bayside High School	UniSIG		\$184.00
			<i>Notes: Instruction and curriculum development services/Federal Insurance Contributions Act (FICA): Collaboration hours FICA taxes (7.65%).</i>			
Total:						\$71,250.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No