School Improvement Plan
2015-2016

Bayside High

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	School Information

School Name	Principal's First Name	Principal's Last Name
Bayside High	Patricia	Fuller

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Shandy	Gregg

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

Bayside High School educates and prepares students for post-secondary experiences and life through a supportive and caring environment.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Bayside prides itself on the individualized educational opportunities given to each student to meet his or her specific needs and interests. Before students enroll in classes, they receive a one on one orientation with a staff member and parents or other caretakers to go over school expectations, processes, and procedures. Any questions or concerns (e.g. credit recovery, individual student GPA needs, teen parenting issues, and graduation requirements - among other topics) may be addressed with students and families at this time as well. All staff members follow the framework for differentiated instruction offering different routes to content, activities and products in response to differing learner needs. Staff members also meet 1:1 with students to conference about academic or various social needs. The student services team includes guidance, psychologist, social workers, and in school suspension team will also counsel students individually for various social or personal requirements.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

To help students feel safe and respected before, during, and after school, staff members are assigned duty stations throughout the school building to greet and monitor students. Especially noteworthy are the front desk staff members who offer each student entering the front doors smiles and welcoming appreciation cheers to the students for making the right choice of coming to school. Students are made aware of the significance and processes of safety drills for each class during each grading period and practice them monthly or once each semester in accordance with the laws. Acknowledging responsible decisions on their part, school-wide announcements, and awards recognizing academic and behavioral excellence are also provided through staff selection of "Students of the quarter," and individual achievement in coursework plus attendance achievements.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

The school implements and adheres consistently to the school-wide discipline plan and enforces a strict dress code as well as an electronics policy. Bayside High School follows school-wide and county-wide expectations. Guidelines for Success are posted throughout the school and are included on the school letterhead. A discipline committee with members representing various stakeholders meets regularly to analyze data and revise behavioral systems. To ensure that all students and parents are aware of established disciplinary protocols, policies and expectations are reviewed and discussed during the individual orientation process and reiterated each quarter as teachers revisit classroom expectations and teach their policies and procedures as outlined in letters of introduction, course descriptions and on display.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

All students and families may request or be referred to counseling with any of Bayside's three on-site social workers. A teen parent program partnership with Pinellas Technical College provides daycare for students' preschool-aged children in tandem with a parenting class during the school day in addition to district level services that are available. Students participating in the Extended Learning Program (ELP) may receive a bus pass for transportation based on the expectation that a full hour's worth of work is completed. Bayside High has universal breakfast and lunch program during the school year so that all students can eat free of charge. To de-escalate specific situations with students, staff members will implement antiseptic bouncing of students to conference with social workers, other instructional staff, and support staff.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member   Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Shandy	Gregg	School Leadership/SAC Chair
Patricia	Fuller	Principal
Cynthia	James	Support Staff
Michelle	Bataglia	Parent
Pamela	Horgen	Parent
Imani	Robinson	Student
Stevie	Thomas	SRO

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

School Advisory Council met and reviewed the 2014-15 School improvement plan and approved decisions and goals set by the SIP team. The SIP was reviewed by multiple stakeholders representing various groups and determined that although goals and actions were adequate, not all stakeholders were appropriately briefed on all initiatives. This was due in part to time constraints. Additional efforts were made this year to address last year's areas to improve upon.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Bayside High used all School Improvement funds to enhance academic interventions to improve student achievement during the 2014-15 school year.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC members will meet with the instructional staff and the SIP writing committee to review data, 8 step problem solving process, goals, action plans and their development. SAC will have the ability to approve and/or suggest changes to Bayside High School's SIP and the Title I budget.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The School Advisory Council will cultivate partnerships with local colleges and/or trade schools to promote post - secondary education

options as well as local business that align with Bayside's two career classes and provide coaching for financial aid. SAC will stay informed of campus activities and school-wide data plus recruit volunteers from Bayside's family base and business partnerships.

PROJECTED USE OF 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.

During the 2015-16 school year, 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.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ⦿ Yes   ◯ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Patricia	LaVoy Fuller	fullerpa@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Educational Administration and Supervision	25	10

Certifications (if applicable)
Business Education K-12, Social Science 6-12, School Principal K-12

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Darrell	Kretz	kretzd@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Arts	Varying Exceptionalities	6	6

Certifications (if applicable)
Educational Leadership K-12, Exceptional Student Education K-12

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Shandy	Gregg	greggs@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	2	2

Certifications (if applicable)
Educational Leadership K-12, Exceptional Student Education K-12

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

# of instructional employees: 35

% receiving effective rating or higher: TBD

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   100%

% certified infield, pursuant to Section 1012.2315(2), F.S.:   100%

% ESOL endorsed: 22.8%

% reading endorsed: 19.4%

% with advanced degrees: 36.1%

% National Board Certified: 0%

% first-year teachers: 3.7%

% with 1-5 years of experience: 25.9%

% with 6-14 years of experience: 29.6%

% with 15 or more years of experience: 40.7%

PARAPROFESSIONALS

# of paraprofessionals: 2

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   100%

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

All staff members are interviewed by a team comprised of Bayside's administration, instructional personnel, and support staff. Mrs. Fuller oversees and is committed to all staff members having the opportunity to earn additional monies in various ways to include: teaching and tutoring in ELP, professional development (PD), serving as a tutor, working on the family and student orientation program,

and School Improvement Team, LLC, or LLT funded through Title I. Leadership development opportunities are available and encouraged.

Bayside will maintain the current high morale and active hospitality team. All staff participate in collaborative Professional Learning Communities (PLCs) facilitated by various school-based committees, such as the Lead the Learning Cadre, the Literacy Leadership Team, and the Discipline Committee, after school and during planning periods.

The RtI 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.

The school staff included 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.

Bayside instructional staff will demonstrate and implement evidence-based effective instructional strategies, differentiated instruction, and collaborative structures in safe learning environments.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Bayside will use the following strategies to build positive working relationships among staff members:
1. Scheduled times for departmental shared planning for curriculum alignment and learning progressions
2. A scaffolded PLC calendar with collaborative professional learning structures
3. Cross curricular lesson study
4. Routine department meetings
5. Periodic full faculty staff meetings
6. Hospitality staff activities

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

All new staff members receive an orientation by administration. Mrs. Fuller conducts all evaluations on first and second year teachers.

New staff members (mentees) are assigned to existing staff members (mentors) as a point of contact for questions regarding campus protocols, site/department meetings, curriculum and lesson planning (if within the same department) general assistance and teambuilding. Mentors will work with mentees during common planning /facilitation time (4x4 additional duty.) All efforts will be made to partner mentees with mentors in the same department/content area.

Any existing staff changing departments/content area will also receive a mentor from his/her new department.

PART I	CURRENT SCHOOL STATUS
Section E	Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Students are identified as needing additional supports through data analysis. The MTSS team meets bi-monthly to review recommendations and student data. The first meeting of each month will focus on standard protocol intervention and the effectiveness of universal, targeted, and intensive interventions on a school-wide level. The second meeting of each month will be used for problem-solving teams to develop, monitor, and modify plans for individual students. Staff members with anecdotal information and input are encouraged to attend the meeting. These may include but are not limited to behavioral plans, referrals to social workers or the school psychologist for support services, academic interventions, peer tutoring, and implementing classroom support systems. Students are also reviewed for discussion as a result of school-wide trend data.

The RtI coach will work with students, teachers, and other staff regarding data analysis. This work may include but is not limited to student data chats and goal setting, department- and teacher-based data chats, and technology used for targeted instruction and progress monitoring based on needs reflected in previous and current assessments.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member | Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Patricia	Fuller	School Principal
Shandy	Gregg	AP of Discipline and Team Task Manager
Carole	Rodrigue	School Counselor (A-F)
Monica	Crawford	School Counselor (G-N) and Team Facilitator
Donnie	McKahand	School Counselor (O-Z) and 504 Coordinator
Stephanie	Palmer	RtI Coach and Team Data Manager
Michael	Dowd	Social Worker and Team Time Keeper
Kelly	Ogles	Teen Parent Social Worker
Kathy	Kaye	ESE Department Chair
Vanessa	Ivery	School Psychologist
Anne	Dreger	Attendance Clerk

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

All individuals on the SBLT are active members of the MTSS and/or the SIP teams. Information covered in MTSS meetings and student progress is documented and submitted electronically bi-monthly. Hard copies of information covered and sensitive student information is kept in the faculty data room. Weekly SBLT meetings include oral debriefings on recently referred and progress monitoring students as needed.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Data sources and management systems include Focus and Decision Ed reports, Performance Matters reports for benchmark assessments in state EOC classes, Florida Standards Assessments, FLDOE reports for EOC and FCAT 2.0 Reading Retakes, CELLA, PERT, SAM/Read 180 management suit, Reading Plus software, Algebra Nation, Carnegie Learning, Think Through Math, and Agile Mind computerized math programs, and district adopted progress monitoring tools for reading and writing.

Data is initially analyzed by the MTSS team using the four step collaborative inquiry process. Departmental Professional Learning Communities and school subcommittees then problem solve using content specific data to gather multiple perspectives in order to identify possible barriers to success at the various levels of intervention implementation.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The MTSS process for student referral and follow up procedures will be presented to the entire staff. MTSS team representatives will meet with instructional staff throughout the year to discuss student progress academically and behaviorally and plan for strategic intervention(s) based on gathered data. The MTSS team will oversee and assist teacher in the implementation and documentation of intervention strategies. The RtI coach will be available for group and individual assistance on data gathering processes and tools for analysis of data plus how to manipulate these tools to determine effectiveness of interventions

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Bayside High School uses the following resources and processes to insure instructional programs and materials are aligned to Florida Standards:

1. PLCs focused on improving classroom instruction effectiveness and the creation of units of study and learning scales to support the focus standards for the quarter
2. Department head meetings to discuss curricula, standards, student work, and effective instructional practices as well as learning progressions across grade levels
3. Informal walk throughs and observations to determine school-wide trends in instruction in order to determine PD focus
4. Modification of district core subject area pacing guides to meet the the needs of the 4x4 where specific standards will be taught for each quarter.
5. Data driven dialogues conducted after core subject progress monitoring tests which provide data for remediation and show areas of growth for each standard.
6. Shared leadership roles through staff participation on committees such as Literacy leadership and Lead the Learning
7. The Bayside High Library Information Center program promotes teaching and learning directly through collaborative partnerships between teachers and the media specialist

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

1. Teachers tailor instruction to meet the individual needs of students by differentiating content, process, products, or the learning environment plus the use of on-going assessments with flexible grouping.
2. Teachers receive extensive small group and individualized assistance in using technology and progress monitoring platforms to constantly assess the various levels of students' understanding of curriculum concepts, key benchmarks and standards.
3 Class centers are used in select classes to differentiate instruction in small groups and to use computers to address learning deficits.
4 Small groups in-class instruction allows for targeted interventions for students not responding to core instruction while providing opportunities for enrichment to those student demonstrating mastery.
5. The Florida Continuous Improvement Model is used to reteach to mastery as needed within all classrooms to promote gradual release
6. Use of scales to monitor student progress towards concept mastery.
7. Course modifications available and ELPs.
8. Content area reading strategies are used in all classes to support the various levels of readers - from struggling to college/career ready
9. On-site professional development for staff on differentiation in the classroom and reading strategies.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Use of learning goals and scales

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of using learning goals and scales is to communicate a clear understanding of what students will know and be able to do as a result of a lesson intended to address a specific standard. Learning scales provide descriptions of levels of understanding and performance used to monitor students' mastery of Florida Standards.

Provide a description of the strategy below.

Teachers will deconstruct the standards addressed in their subject area by closely analyzing what skills and concepts students will need to achieve mastery on specific standards. Through the deconstruction process, instructors will develop clear learning goals and targets for each unit and lesson. Learning scales that articulate daily targets will convey the levels of understanding and performance so that students can track their own progress and growth. Goals and scales will be available to students and will be refernced throughout a lesson for students to reflect upon their learning and for teachers to provide feedback regarding progress.

How is data collected and analyzed to determine the effectiveness of this strategy?

Student work, informal observations, formal and informal assessments, and progress monitoring of student growth on learning scales

Who is/are the person(s) responsible for monitoring implementation of this strategy?

School-Based Leadership Team
Department Chairs

INSTRUCTIONAL STRATEGY #2

Strategy Type

Implementation of Content area reading and evidence-based writing strategies in all classrooms

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The use of reading strategies in all classrooms will enable striving readers to access and understand course content. Student use of before- during - and after reading strategies will increase and deepen understanding of course materials for all students while holding students accountable for their own learning, reading growth, and mastery of course material.

Provide a description of the strategy below.

Instructional staff will infuse grade level comprehension vocabulary, fluency instruction and supports for all student toward access to course materials. This will include hands-on student access to materials and activities such as Cornell notes, interactive notebooks, content enhancement routines, document based and text dependent questions as well as other various research based strategies to promote active learning and address various learning styles. 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 appropiate scaffolding and instructional supports to foster student success.

How is data collected and analyzed to determine the effectiveness of this strategy?

Instructional staff will implement these strategies while department heads and school administrators will monitor. Data will be collected and analyzed during department and school level PLCs.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Literacy Leadership Team
Lead the Learning Cadre

INSTRUCTIONAL STRATEGY #3

Strategy Type

4 x 4 Schedule

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

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 more additional credits than they would on a the traditional single period day . This alternative schedule allows student to focus their attention on fewer subjects in greater depth during a term while also affording the chance for students to retake failed courses during the same academic school year.

Provide a description of the strategy below.

On the 4 x 4 schedule, the school day is divided into four blocks of 88 minutes. Students take four classes each day which allows for them to earn up to eight credits over the course of the school year. Instruction traditionally taught over an entire academic year is taught instead at an accelerated pace during one semester. This reduces the stress of students as they can focus on four classes at a time rather than trying to keep up with seven different subjects with seven different teachers. The 4 x 4 schedule also provides more time on task and less time wasted due to having to transition form class to class seven times throughout a day. This schedule allows for four points of student entry into the school with minimal disruption providing four fresh starts. Similarly, there are four different times throughout the school year at which students can meet their graduation and successfully complete their high school education.

Since students are able to take four courses each semester and eight courses over a full year, there are a number of scheduling options to meet the needs of students including additional opportunities for interventions for students with math and reading deficiencies. Teachers use these longer blocks of time in class not only to remediate but also to challenge students with cognitively complex tasks that require more class time to conduct such as extended projects and research activities.

How is data collected and analyzed to determine the effectiveness of this strategy?

The number of credits awarded each quarter are tracked to determine successful implementation of the accelerated pacing of courses, and student performance on state and district assessments are 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.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Assistant Principal of Curriculum
School Counselors

INSTRUCTIONAL STRATEGY #4

Strategy Type

Extended Learning Program

Minutes added to the school year: 6,480

What is/are the strategy's purpose(s) and rationale(s)?

After school hours, course specific tutoring is offered for students. Tutoring allows students to work individually with teachers on specific areas/courses where they are struggling so that they can meet graduation requirements. ELP (Extended Learning Program) is offered after school and during the summer for students to work on Gradpoint. The summer's 9 week period enables students to complete as many courses as they may need.

Provide a description of the strategy below.

ELP (Extended Learning Program) is offered for one hour after school 3 days a week for students to work on completing their Gradpoint courses. This program allows students the opportunity for credit recovery or make-up credits and/or receive tutoring in specific content areas or for assessment preparation.

How is data collected and analyzed to determine the effectiveness of this strategy?

Darrell Kretz collects data on course completed to analyze how students are progressing. The guidance counselors also uses the data collected in order to monitor student achievement and progress toward meeting graduation requirements. Grades and progress sheets are maintained as well as contact sheets and phone logs.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Assistant Principle of Curriculum
School Counselors

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Bayside High School employs the following strategies to support incoming and outgoing cohorts:
1. Orientation
2. Senior Graduation Surveys
3. Graduation Chats
4. Targeted mentoring
5. Student services

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

To support college and career readiness, Bayside High utilize the following strategies:
1. Students work one on one with guidance counselors to select relevant courses and review graduation requirements.
2. School Counselors and teachers of PCSD classes will work to have students complete FUTURE PLANS
3. Based on student interest in military and career goals, many may also take ASVAB and PERT.
4. ESE department works closely with students and documents career planning on IEPs.
5. SAC builds partnerships with surrounding businesses to provide for students to learn about career choices.
6. Virtual job fair, job searching and assistance are available to Bayside students

Describe how the school integrates vocational and technical education programs.

Bayside High school has two career courses: Hospitality and Tourism and Building and Construction for students to experience different trades and to work toward industry specific certification.

Students in the Hospitality and Tourism courses not only learn about the many tourism and hospitality positions, interchangeable skills and guest service but also study business techniques such as resume writing, letter writing and interviewing etc.   Students also receive MICROS OPERA training which is the property management system used in major hotel chains. This program provides training in reservations, front office, cashiering, accounting etc. that are key certifications at course end and an impressive accomplishment for students.

The Building Trades and Construction technology introduces the students to many aspects of the construction industry including safety procedures, carpentry, painting, drafting, framing, etc. The students work toward becoming National Center for Construction Education and research (NCCER) certified. This is considered a national certification and is recognized among many of today's industry leaders. It is these types of certifications that potential employers appreciate when making employment decisions.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

Bayside's at-risk student base has unique needs due to attendance, academic, and behavioral struggles. To build the students' capacity, the staff has implemented during school enrichment and remediation program including student leadership/government team (Eagle Leaders), PMAC, Girlfriends, and 5000 Role Models as well as inter-curricular STEM activities Biology and the math department. Bayside High School provides varied opportunities for extended learning including but not limited to an extended ELP program over the summer for additional credit recovery and accrual with the use of Gradpoint software plus after school ELP with additional tutoring in all core content areas.

Instructional staff members also participate in intradepartmental and cross content area PLCs, data analysis and lesson planning with the on-site RtI coach and Florida Standards training with the Leading Learning cadre and Literacy Leadership team. This training emphasizes increased text complexity and rigorous performance based tasks with the use of self-monitoring learning scales to prepare students for postsecondary experiences.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**
LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..	

Add Member   Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Natalie	Keyes	Art teacher/ Dept. Head	keyes@pcsb.org
Sally	Crovo	Hospitality teacher/Dept. Head	crovos@pcsb.org
Dave	Detwiler	Science teacher/Dept. Head	detwilerd@pcsb.org
Scott	McIntosh	LLT Leader/Media Specialist	mcintoshs@pcsb.org
Ed	Erickson	Reading teacher	ericksone@pcsb.org
Stephanie	Palmer	RtI Coach	palmerst@pcsb.org
Patricia	Fuller	Principal	fullerpa@pcsb.org
Danette	Reid	Reading Teacher	reidda@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Literacy Leadership Team creates capacity of literacy knowledge for the staff by focusing on the following areas:
- engage staff in lesson planning to move students towards mastery of Florida Standards in Literacy
- support instructional skills to improve reading comprehension using content area reading strategies
- promote students' close reading of complex text as a central function of classroom instruction with text dependent questions
-provide teacher focused professional development to support implementation of active reading activities using quality, text dependent writing in all content areas

LLT will meet monthly and work closely with the School Leadership to ensure relevancy of professional development of the staff's work and alignment to Marzano framework.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

1. The LLT will offer professional learning opportunities to provide additional support for the implementation of evidence based writing expectations and the use of learning scales to move students towards mastery of Florida Standards in Literacy. The team will support teachers in understanding the expectations of the ELA Florida Standards Assessment and teacher use of the test item specifications and the language of the standard to develop standards based questions.

2. The LLT will continue to generate and promote the use and display of the "Word of the week" using tier two academic language. Words will be selected from ACT vocabulary preparation materials and will be used in several activities to increase student exposure to and awareness of selected words.

3. The LLT will assist teachers in the analysis of reading and writing data such as student scores on progress monitoring assessments including Write Score and Scholastic Reading Inventory in to order to identity instructional supports needed to bridge the gap between student reading ability and text complexity. Teachers will have the opportunity to learn how to use small group learning in the classroom for differentiated instruction as alternatives to traditional or modified "round-robin" reading and independent reading assignments.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)   Area 1: English Language Arts (Reading)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4		33

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
8		0

FLORIDA ALTERNATE ASSESSMENT (FAA)   Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS   Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
41		50

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)   Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	0	50

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	33	66

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	0	33

ANNUAL MEASURABLE OBJECTIVES (AMOs)   Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	10 (10)		23
Black/African American	8 (13)		21
Hispanic	50 (2)		63
Asian			
American Indian	0 (1)		13
English Language Learners (ELLs)			
Students with Disabilities (SWDs)	11 (9)		24
Economically Disadvantaged	29 (7)		42

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	14	23

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL   Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

Increase the percentage of students in grades 9 and 10 who demonstrate reading proficiency to 33% based on the FSA reading component.

Increase the percentage of students who improved their FCAT scores on the fall administration from 57% to 70%
Increase the percentage of students who improved their FCAT scores on the spring administration from 54% to 65%.

Increase the percentage of students who score a concordant score of 19 or higher from 24.4% to 36%

NOTE: 2013-14 data in above cells reflects the performance for the 26 students with scores on the grades 9 or 10 FCAT 2.0 Reading for Bayside High School as reported in Pearson Access.

Provide possible data sources to measure your reading goal.

District Adopted Reading Progress Monitoring Assessment
Florida Standards Assessments
Write Score Testing
Scholastic Reading Inventory Lexile Levels
Student performance on computerized reading programs such as Read 180 and Reading Plus
Student fluency growth based on performance in student pull out tutoring such as Great Leaps
FCAT 2.0 Reading Retakes
American College Testing Reading Scores
ACT Reading Practice Tests

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Deepen both teacher and student understanding of literacy standards	1. Faculty leaders attend district trainings and PLCs directly focused on Florida Standards and statewide assessments. 2. Faculty leaders present working session during PLCs on how to access and deconstruct LAFS relevant to each content area. 3. Use common board configurations to communicate unit goals and daily objectives and relate reading activities to LAFS . 4. Teachers reference posted goals, objectives, and scales throughout the lesson.
Action 2	**Plan to Implement Action 2**
Continually assess student progress towards mastery of standards as reflected through the practice of Marzano framework and the move towards full implementation of learning goals and scales	1. Faculty leaders present working sessions on creating scales made through deconstructing standards. 2. Teachers write, revisit, and revise scales periodically during PLCs. 3. Instructional lesson plans reserve time for teachers to present scales for learning units and time for students to rate their progress. 4. Available scales for units of study are provided to all students. 5. Improvement in student and teacher ratings on learning goals are analyzed periodically and reported out during content PLCs.
Action 3	**Plan to Implement Action 3**
Actively engage students in close reading of text.	1. Teachers will incorporate texts of varied content and difficulty from core subject areas in class activities. 2. Use short, complex reading selections that are reread multiple times with varying purposes. 3. Provide numerous opportunities for students to practice with responding to various question types using strategies.
Action 4	**Plan to Implement Action 4**
Differentiate instruction based on students' needs.	1. Diagnostic or preassessment data coupled with initial student self-rating on learning goals are used to plan lessons. 2. Teachers use daily formative assessment documented within their lesson plans to assess learning. 3. Gradual release of responsibility is used during small group learning centers to reteach concepts and skills not yet mastered by students.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27		40

FLORIDA ALTERNATE ASSESSMENT (FAA)	**Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL	Area 2: English Language Arts (Writing)

What is your school's writing goal? Provide a description of the goal below.

40% of students in grades 9 and 10 will demonstrate writing proficiency as measured by the end of the year ELA Florida Standards Assessment.

NOTE: 2013-14 data in above cell reflects the performance for the 15 students with scores on the grade 10 FCAT Writing for Bayside High School as reported in Pearson Access.

Provide possible data sources to measure your writing goal.

Responses to essay writing practice prompts from English and reading classes for 9th, 10th and 11th grade students respectfully.
High quantity and quality checks for English writing bellwork activities.
Short and extended answer, evidence-based responses in content areas classes.
District progress monitoring writing assessments and exemplar lessons.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Improve student understanding and practice of writing process.	1. Produce and display a Writing Process poster in all English and reading classrooms. 2. Increase use of writing rubrics and use of exemplars for student review in lesson planning. 3. Teachers teach, review, and make reference to content specific writing processes that include the use of evidence to support claims. 3. Engage students in specific skill development in each step of the process, reteaching and differentiating as needed to small groups within the classroom.

Action 2	Plan to Implement Action 2
Continually assess student progress towards mastery of writing standards as reflected through the practice of Marzano framework and the move towards full implementation of learning goals and scales	1. Faculty leaders present working sessions on creating scales made when deconstructing standards. 2. Teachers write, revisit, and revise scales periodically during PLCs. 3. Instructional lesson plans reserve time for teachers to present scales for learning units and time for students to rate their progress. 4. Scales for units of study are available to all students. 5. Improvement in student and teacher ratings on learning targets are analyzed periodically and reported out during content PLCs.

Action 3	Plan to Implement Action 3
Increase student work time using technology in the writing process.	1. Teachers will incorporate the use of hands-on technology activities in lesson planning. 2. Students will engage with FSA-test taking practice activities. 3. School will utilize electronic submission and grading such as turnitin.com and FOCUS.

Action 4	Plan to Implement Action 4
Create a new student club to energize and empower student writing and publication.	1. Determine the club focus and best technology platform to implement (news/blogging vs. speech/debate). The writing component would incorporate the 3 types of writing and publishing either online or presentation verbally. 2. Identify teacher(s) to sponsor, guide and support club activities. 3. Engage students as editorial board and stewards of club

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	Area 3: Mathematics

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS   Area 3: Mathematics

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)   Area 3: Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4	3	9

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
7	3	12

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3	11	24

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	0	14

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Increase the number of students demonstrating proficiency in mathematics on the Algebra 1 EOC or the PERT from 35% to 43%.

NOTE: Due to Bayside's 4 X 4 schedule, the 2013-14 data in above cells reflects the combined performance of all scores for both the Winter 2013 and Spring 2014 administration of the Algebra 1 and Geometry NGSSS End of Course Assessments for Bayside High School as reported in Pearson Access.

Algebra 1 EOC data for 2014-15 reflects the combined performance of all scores for the Winter 2014 and Spring 2015 Administration of the NGSSS End of Course Assessments for Bayside High School as reported in Pearson Access. As Algebra 1 FSA End of Course results are not yet available, students who participated in this test are not represented.

Geometry EOC data for 2014-15 reflects only the performance of students participating in the Winter 2014 Administration of the NGSSS End of Course Assessments for Bayside High School as reported in Pearson Access. As all students taking part in the Spring 2015 Geometry 1 End of Course participated in the FSA, no score for this test are represented.

Provide possible data sources to measure your mathematics goal.

District Performance Matters Progress Assessments
Florida Standards Assessment End of Course Exams
Next Generation Sunshine State Standards End of Course Exam
Student performance on computerized math programs such as Think Through Math, Agile Mind, and Carnegie Learning
Postsecondary Education Readiness Test

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Deepen both teacher and student understanding of math standards to support student success with the MAFS	1. Faculty leaders attend district training and site based PLCs directly focused on Florida Standards, state assessments, Carnegie Learning, and other programs such as Think Through Math and AgileMind 2. Plan to attend district Just In Time clinic for the content they are teaching 3. Use common board configuration, and scales to communicate unit goals and learning expectations 4. Agenda used to communicate daily objectives and lesson activities that relate back to the MAFS 5. Teachers reference goals, objectives, and scales throughout the lesson/unit
Action 2	**Plan to Implement Action 2**
Increase student feedback and differentiated instruction for progress monitoring	1. Development of procedures for student self-monitoring of progression and success on the standards 2. Ongoing conferences with students to review individual strengths and areas that need improving/strengthening and the creation of plans to address learning gaps 3. Designate and format a math computer lab of desktops and a mobile lab of laptops to support implementation of a weekly minimum of 90 minutes so individualized student instruction/tutoring through Carnegie Math. 4. Create a Algebra for Credit Recovery class with room for both small group teacher led instruction and differentiation as well as 1:1 student desktop computers for daily Think Through Math Participation. 4. Periodic use an exit activity to assess student understanding
Action 3	**Plan to Implement Action 3**
Continually assess math understanding towards mastery of standards as reflected through the practice of Marzano framework and the move towards full implementation of learning goals and scales	1. Faculty leaders present working sessions on unpacking the standards and creating scales based on MAFS 2. Teachers write, revisit, and revise scales periodically during PLCs 3. Present scales to students at beginning of each unit and allow students to self-assess and reflect periodically throughout the unit 4. Conference with students routinely using progress monitoring tools available including but not limited to computerized programs; Think through Math, Agile Mind, and Carnegie Learning 5. Administer the PERT test monthly during ELP and at least one time per grading period during school hours.
Action 4	**Plan to Implement Action 4**
Support students in developing/improving basic elementary math skills needed to be successful in Algebra and beyond and provide remediation for students not making progress on current concepts	1. Schedule students in the class best suited to meet their math education goals based on their cohort and graduation mathematics proficiency testing status 2. Provide opportunities for small group instruction and individualized attention during class and after school including corrective feedback when needed 3. Algebra for credit recovery to help remediate and improve algebra skills 4. Use computerized programs that provide remediation to students in specific classes and after school

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23	10	20

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	2	6

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL	
	Area 4: Science

What is your school's science goal? Provide a description of the goal below.

Increase the percentage of students scoring a level 3 or above on the Biology EOC from 13% to 26%.

To develop an ESE Biology class with a dedicated Biology teacher and monitor score increases.

NOTE: Due to Bayside's 4 X 4 schedule, the 2013-14 data in above cells reflects the combined performance of all scores for both the Winter 2013 and Spring 2014 administration of the Biology 1 End of Course Assessment, and the 2014-15 data reflects the combined performance of all scores for both the Winter 2014 and Spring 2015 administration of the Biology 1 End of Course Assessment for Bayside High School as reported in Pearson Access.

Provide possible data sources to measure your science goal.

Biology EOC results (both Winter and Spring)
Course Grades (including class work,tests,labs)
Performance Matters progress monitoring assessments
Compare scores of regular education students with other schools in district.
Compare ESE Biology students scores with like students in district.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Provide opportunities for reading, rereading and revising of work within the scope of the district pacing guide to deepen students understanding of science standards	1. Modify the district recommended pacing to meet the school's 4 x 4 schedule and constantly monitor student progress towards mastery of course standards to make necessary adjustments. 2. Use the developed rubric across science courses for students to respond to prompts aligned to the critical content of science standards. 2. Continue to collaborate with colleges on rubric use to assess student understanding of content and to practice the scoring of written work as a means of formative data.

Action 2	Plan to Implement Action 2
Teachers engage students in close reading of text , along with text dependent questions, and performance tasks aligned to standards.	1. Post and reference learning goals and daily targets frequently over the course of a unit 2. Through the use of supplemental texts, provide opportunities for close reading of complex texts with tasks that require students to use critical thinking skills to apply scientific concepts to various situations 3. Track improvement in student and teacher ratings on learning targets using Marzano scales.
Action 3	Plan to Implement Action 3
Provide extensive inquiry based instruction which includes research, scientific thinking and writing opportunities (claims and evidence)	1. Use rubrics for short and extended writing connected to student participation in multi-class hands-on labs as well as virtual labs . 2. Use research-based learning to help students make real world content connections to make content meaningful. 3. Provide opportunities for students to make claims,test them, and defend their claims with evidence.
Action 4	Plan to Implement Action 4
Teachers will use data to differentiate and scaffold instruction to increase overall student performance as reflected through the practice of Marzano framework and the move towards full implementation of learning goals and scales	1. Use formative assessments to determine student performance and modify instruction. 2. Review student performance on Marzano scales to plan skill / strategy based lessons that support student mastery of standards. 3. Revisit and revise scales for units of study 4. Present scales for learning units and designate time for students to rate their progress.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
1	2

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Enrolling in One or More *Accelerated* STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL	**Area 5: Science, Technology, and Mathematics (STEM)**

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	**Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	10

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
0	1

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	2

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
0	3

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	1

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	1

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL	**Area 6: Career and Technical Education (CTE)**

What is your school's CTE goal? Provide a description of the goal below.

To increase student career education, college readiness for preparation and success after graduation.

Provide possible data sources to measure your CTE goal.

Exit survey of graduating seniors
CTE certifications
Number of students enrolling in next level CTE Courses

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Students complete FUTURE PLANS.	1. Incorporate into new student orientation the completion of FUTURE PLANS career assessment in the career lab. 2. Collaborate with technology and business teachers to insure that all students have completed the FUTURE PLANS career assessment.
Action 2	**Plan to Implement Action 2**
ESE department to insure that career planning is completed on the IEPS for ESE students as mandated.	1. ESE teachers and department head to follow up
Action 3	**Plan to Implement Action 3**
Building partnerships with surrounding businesses to provide opportunities for student to participate in apprenticeships, internships, as well as learn about available jobs and careers.	1. SAC Committee to assist in building relationships with community businesses about programs. 2. Work with Pinellas County County position that assists in locating summer internships for students. 3. Hospitality and business teacher to call on local restaurant and hotels towards inquiries of internships, jobs and careers.
Action 4	**Plan to Implement Action 4**
Students in Building Trades plus Hospitality and Tourism to learn and use applications in many fields of businesses.	1. Increase enrollment of students in these elective programs. 2. Increase professional industry certifications.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	**Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
12	10	19

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
6	5	7

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL	Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

Increase the percentage of students scoring a level 3 or above on the U.S. History EOC from 15% to 26%

NOTE: Due to Bayside's 4 X 4 schedule, the 2013-14 data in above cells reflects the combined performance of all scores for both the Winter 2013 and Spring 2014 administration of the U.S. History End of Course Assessment, and the 2014-15 data reflects the combined performance of all scores for both the Winter 2014 and Spring 2015 administration of the U.S. History End of Course Assessment for Bayside High School as reported in Pearson Access.

Provide possible data sources to measure your social studies goal.

Performance Matters progress monitoring assessments

Classroom benchmark data
US History EOC reporting category date
Student Performance on Document Based Questions

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Target instruction based on baseline and course related data.	1. Create and/or administer baseline and other formative assessments to generate student data including observation on class activities in conjunction with performance on standards based scales. 2. Meet as a department with the RtI Coach to review and interpret data to make instructional decisions to align to student need and differentiated instruction.

Action 2	Plan to Implement Action 2
Actively engage students in rigorous tasks aligned to the EOC	1. Administer and review student performance on the midterm Performance Matters assessment and written responses on Document Based Questions to provide multiple opportunities to think critically as required on the End of Course assessment 2. Increase strategies to practice and analyze multiple choice and short response document based questions and tasks. 3. Collaborative lesson planning centers around increased used of higher order questioning techniques.

Action 3	Plan to Implement Action 3
Continually assess student progress towards mastery of standards as reflected through the practice of Marzano framework and the move towards full implementation of learning goals and scales	1. Faculty leaders present working sessions on creating scales made through deconstructing standards. 2. Teachers write, revisit, and revise scales periodically during PLCs. 3. Instructional lesson plans reserve time for teachers to present scales for learning units and time for students to rate their progress. 4. Scales for units of study are available to all students. 5. Improvement in student and teacher ratings on learning goals are analyzed periodically and reported out during content PLCs. 6. Teachers attend Core Connections Trainings to analyze student work plan for instruction based on student data.

Action 4	Plan to Implement Action 4
Differentiation of delivery and content area reading strategies based on student need	1. Teacher leaders and school based leadership will develop professional leading activities and discussion points for PLCs regarding differentiation in instruction 2. Teachers provide appropriate supports for document analysis and use of evidence to support claims. 3. Teachers will use varied techniques such as paraphrasing, use of context clues, and word analysis to build both academic and content specific vocabulary. 3. Class activities will be scaffolded to provided appropriate levels of support for striving learners designed to build foundational skills and self-efficacy.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0%	4.8%	0%
Grade 10	4%	5.3%	0%
Grade 11	13%	.7%	0%
Grade 12	17.3%	5.7%	4%

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	68.4%	90.5%	80%
Grade 10	84%	84.2%	70%
Grade 11	84.7%	83.8%	70%
Grade 12	65.8%	85.1%	70%

SUSPENSIONS	**Area 8: Early Warning Systems**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	68.4%	76.2%	55%
Grade 10	56%	65.8%	48%
Grade 11	58%	56.3%	45%
Grade 12	57.9%	46.1%	33%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9		0%	0%
Grade 10		10%	5%
Grade 11		.7%	.5%
Grade 12		2.1%	1%

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	15.8%	42.9%	30%
Grade 10	32%	23.7%	10%
Grade 11	30.5%	21.1%	10%
Grade 12	22.5%	20.6%	6%

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0%	9.5%	3%
Grade 10	0%	2.6%	0%
Grade 11	0%	.7%	0%
Grade 12	1%	0%	0%

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	31.65%	47.6%	30%
Grade 10	48%	34.2%	20%
Grade 11	28.2%	26.8%	15%
Grade 12	27.2%	17.7%	5%

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	5.3%	4.8%	1%
Grade 10	0%	7.9%	4%
Grade 11	5.3%	0%	0%
Grade 12	2.5%	2.1%	0%

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0%	0	0
Grade 10	4%	0%	0%
Grade 11	2.3%	0%	0%
Grade 12	.5%	0%	0%

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0%	0%	0%
Grade 10	0%	0%	0%
Grade 11	0.8%	0%	0%
Grade 12	0%	0%	0%

RETENTIONS   **Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	4.8	0
Grade 10	0	7.9	0
Grade 11	32.8	4.9	0
Grade 12	10.9	9.2	5

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	NO DATA		
Grade 10			
Grade 11			
Grade 12			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	NO DATA		
Grade 10			
Grade 11			
Grade 12			

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	14.3	6

MULTIPLE EARLY WARNING INDICATORS

Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	52.6%	71.4%	60%
Grade 10	56%	81.6%	%70
Grade 11	64.9%	85.2%	75%
Grade 12	55.9%	77.3%	65%

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

NOTE: The data reflected in all the tables from the Early Warning Systems sections is pulled from DecisionED and does not accurately reflect the ever-changing population of Bayside High School. This inconsistency in data has been discussed with district personnel and efforts to correct the situation are still being investigated. An example of this discrepancy is the the above chart reflecting two or more early warning indicators. Students who typically enroll in Bayside are significantly behind in credits, have experienced multiple failures, have truancy issues, discipline concerns as well as poor performance on standardized tests which far exceeds the percentages noted above.

To improve academic performance for striving students, Bayside High employs the following interventions:
- Student referral to the MTSS team
- Counseling
- Student conferences
- Parent Conferences
- After school, during lunch and teacher planning tutoring
- Home visits
- Extended learning after school and during the summer
- Attendance motivators
- In class incentives for academic success
-Course Modification
-GradPoint Credit Recovery

A mentor program for African American students with the top twenty amount of referrals from the last school year regarding academics, attendance, and behavior plus parental involvement.

DROPOUT PREVENTION

Area 8: Early Warning Systems

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10.4	16.5	10

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
19.4	13.97	19

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
19.4	13.97	19

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
19.4	13.97	19

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
17.5	31	30

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
GOAL: Increase the percentage of Black students graduating with standard high school diplomas to 23%. ACTIONS: 1. Increase awareness of and participation in the Extended Learning Program including ACT and PERT test preparation as well as tutoring in core courses such as Algebra, Biology, U.S. History, and Geometry 2. Monitor attendance toward improvement with involvement of teachers, counselors, social workers and parents/guardians to build a recognition/reward program for all students that achieve good attendance. 3. Create a bridge from school to home by providing positive contact with parents/guardians at the beginning of the year to establish relationship with parent/guardians and continue to cultivate relationships through regular communication through various means such as phone calls, emails, and written messages sent home with students. 4. Expand current mentor/mentee program to work with African American students using a Check-In/Check-Out intervention to improve student accountability and increase structure and participate in district provided motivational seminar Walls Without Limits. 5. Accentuate the appropriate behaviors by praising and rewarding students demonstrating adherence to school guidelines for success to actively work to maintain a high positive to negative interaction ratio.	17.5%		23%

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
GOAL: Close the achievement gap between Black and non-Black students to our 2016 AMO on the standardized state assessments for reading. ACTIONS: 1. Develop an inclusive classroom culture by creating a climate of acceptance that openly recognizes home-community cultures and multiple perspectives.. 2. Consider developmental appropriate learning and teaching styles, student assets vs labels as well as psychological needs when differentiating lessons, assignments and activities to meet the needs of all students 3. Cultivate an atmosphere of understanding without outward recognition of differences that takes into account and being mindful of the diversity of entire student population. 4. Make relevant connections to previous lessons and learning using modeling with visual references, choral response, and movement (if possible). 5. Engage all staff in professional development opportunities involving the review of research-based reading selections pertaining to cultural competency.	8%	0%	42%
GOAL: Close the achievement gap between Black and non-Black students to our 2016 AMO on standardized state assessments for mathematics. ACTIONS: 1. Develop an inclusive classroom culture by creating a climate of acceptance that openly recognizes home-community cultures and multiple perspectives.. 2. Consider developmental appropriate learning and teaching styles, student assets vs labels as well as psychological needs when differentiating lessons, assignments and activities to meet the needs of all students 3. Cultivate an atmosphere of understanding without outward recognition of differences that takes into account and being mindful of the diversity of entire student population. 4. Make relevant connections to previous lessons and learning using modeling with visual references, choral response, and movement (if possible). 5. Engage all staff in professional development opportunities involving the review of research-based reading selections pertaining to cultural competency.	0%	0%	42%

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	Area 10: Family and Community Involvement

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

At Bayside High School, we serve a population of students that are much older than traditional high school students; more than half of our students are unaccompanied youth (50%+). We have an extremely transient population, where many of our students qualify as homeless. The majority of those qualifying, technically, as homeless, are independent of adult supervision . Geographically, we are NOT a neighborhood school , as we serve 16 feeder high schools and 24 middle schools, thus covering the entire school district.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

We require that every student who enrolls at Bayside, attend an orientation meeting. We ask that a parent, guardian, family member or

older representative accompany them. In this orientation meeting the student and their representative receive information about graduation requirements,GPA, and credit standing to enable them to begin the process of goal setting for graduation. While lacking in success using traditional ways to attract parents, administration has begun to identify families that may be interested in participating in SAC. Frequent ConnectED messages are used to keep families informed of academic events(such as progress reports, and state testing days); additionally,we host two back-to-school nights , at which we will provide parents with training on Focus, and students and parents visit classrooms,meet teachers , and ask questions. We get about 30 families participating in Back-to school night, and we are working to increase that number to fifty families. The School Advisory Council has recommended that we develop evening workshops, both north and south county, to encourage families to be active in long term goal setting of their students,to review and improve the progress of our Title I program and expenditures, and to increase the training of our teen parents with their own children present. The School Advisory Council will also work to recruit volunteers from our family base and the community. Electronic versions of the newsletters will be made available. We will continue to use ConnectEd messaging service, to inform families of cohort level testing and deadlines, as well as classroom level and ELP initiatives and updates. ELP and tutoring staff will communicate with families and/or the Guidance department regarding student attendance and progress on a biweekly basis. All staff are expected to make parent contacts through email and phone calls home and to keep records of those contacts in Focus SIS or in a notebook. All staff are expected to communicate with students and parents through notes and comments in Portal.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

To learn about the local community, BHS completes the following tasks:
. Orientation and AdvancED Surveys of both parents and students
. Review district demographic data, staying current with district website information
. Monitor the site's transient demographics
. Social workers work closely with families and staff
. Staff works closely with DOP to provide students needed services
. Guidance disseminating and posting pertinent information(received from district level meetings)on the community board located in the guidance office and in the school newsletter
. Collecting parent parent input through surveys to review parent needs and feedback
. Teachers survey parents for possible volunteering or participation in "The Great American Teach-In"

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Bronze Level in 1	Bronze in 16% of	Bronze in 2 out o

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	
Related Goal(s)	Increase student attendance for all grade levels Improve communication between all stakeholders Reduce discipline referrals of each subgroup

Topic, Focus, and Content	State, District, and School policies and procedures Implementation and monitoring of the SIP and SWD Best practices and non-content specific research based strategies
Facilitator or Leader	SBLT
Participants *(e.g., Professional Learning Community, grade level, school wide)*	School-wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	Preschool, ProEd days, once a month
Strategies for Follow-Up and Monitoring	Positive trend data on staff, students, and parent surveys On-going attendance monitoring Decrease in severity and number of ODR Increase in use of high-yield strategies during informal class observations
Person Responsible for Monitoring	School administrators
Professional Development Identified	
Related Goal(s)	Reduce the percentage of discipline referrals for each ethnic subgroup to mirror each subgroup's percentage of the total population.
Topic, Focus, and Content	Student engagement Content area reading strategies Cultural competency Differentiating instruction Universal Design
Facilitator or Leader	Discipline Committee, Lead the Leading Cadre, MTSS Team, District Personnel
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Cross Curriculum
Target Dates or Schedule *(e.g., professional development day, once a month)*	Once a month
Strategies for Follow-Up and Monitoring	Participant feedback forms Higher level of engagement observed during classroom visitations Instructional staff participation in model classrooms Use of differentiation and collaborative structures documented in lesson plans
Person Responsible for Monitoring	Lead the Learning Cadres, Subject Area Department Heads
Professional Development Identified	
Related Goal(s)	Increase student achievement in all content areas as evidenced by high percentage of students demonstrating academic proficiency on standardized tests for all subgroups
Topic, Focus, and Content	High yield elements found in Domain 1 of the Marzano Model of Instructional Framework Use of technology for planning, instruction and student utilization Data driven decision making Student work analysis Content area standards and benchmarks Deconstruction of standards Use of learning goals and scales
Facilitator or Leader	Subject Area Department Heads, RtI Coach, School Administrators

Participants *(e.g., Professional Learning Community, grade level, school wide)*	School-wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	Once a month
Strategies for Follow-Up and Monitoring	Improvement of student scores on progress monitoring assessments Quarterly student usage reports for county adopted computer components Lesson plan alignment to standards and county created curriculum guides Increase student awareness of learning goals evidenced by academic goal setting
Person Responsible for Monitoring	School Principal, Assistant Principal of Curriculum, RtI Coach

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Title I Coordinator with the assistance of the School secretary/bookkeeper will monitor all of the data to support the expenditures of Title I monies.

Stipends will also be provided to teachers participating in PD outside of contract hours and implementing those strategies in the classrooms. Funds may also be used to pay for guest teachers for staff to attend training during school hours.

The funds will also be utilized to purchase of instructional materials for site based Professional Development and to support Extended Learning Program to include after school tutoring and credit recovery.

Also, the funds will be used to increase and encourage parental involvement through the purchase of postage, additional hours for a liaison to complete new student orientation with families as well as printing and food purchases for parent training.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The site based school leadership team will coordinate the writing of the School Improvement Plan with cross curricular team representative of departments and receive input from the Leading the Learning Cadre as well as the Literacy Leadership and MTSS teams. All staff trainings and school functions will tie directly to the SIP, which emphasizes the unique nature and struggles of our population. The RtI coach will give regular updates on students targeted for additional interventions. The school principal will oversee the staff training on the Marzano instructional evaluation model. When this model is implemented with fidelity, the school should experience growth in all academic and behavior areas.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item	Delete Item

Budget Item Description	Extended Learning Program

Related Goal(s)	Improved communication between all stakeholders Increase student attendance Improve student success
Actions/Plans	Goal 1 Goal 1: Increase attendance across all grade 1. Expanded ELP program - ELP instructional team works weekly (Monday, Wednesday, and Thursday) with students on credit recovery, tutoring for current coursework and test preparation. - ELP will be held in different classrooms through the school building after school from 1:45 pm - 2:45 pm Goal 2: Improve Communication between all stakeholders - Newsletter created with staff input to be included with progress reports in the middle of each quarter. - Parents may request that progress reports are mailed home with the quarterly newsletter. MTSS will target specific students to mail home progress reports in addition to the paper copy sent home with the student.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	1. Extended school hours 3 days each week 2. Personnel for credit recovery, remediation tutoring, and test prep 3. Personnel to assist with data driven dialogues, collaborative inquiries, targeted differentiation of instruction, and technology to assist with instruction and assessment.
Description of Resources	Existing curriculum (GradPoint, Kaplan ACT prep, Math curricula including Algebra Nation)
Funding Source	District ELP funds and Title 1
Amount Needed	$15,258.00
Budget Item Description	**Data Analysis and Tutoring**
Related Goal(s)	Improve communication between all stakeholders Increase student attendance
Actions/Plans	Goal 1 Increase attendance across all grades 1. Check in, check out process and targeted mentoring 2. MTSS team (Data room) 3. Tier 2 and 3 intervention to match highly absent otherwise 4. Home visits and follow-up calls
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Personnel RtI Coach, Technology Technician, LLC, and LLT to assist with data driven dialogue, collaborative inquiries, targeted differentiated of instruction, and technology to assist with instruction and assessment.
Description of Resources	Resources include Title I funded and other school personnel.
Funding Source	Title I
Amount Needed	$90,000.00

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal   Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier