

Pinellas County Schools

Bayside High School



2019-20 School Improvement Plan

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Bayside High School

14405 49TH ST N, Clearwater, FL 33762

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

Demographics

Principal: Dawn Coffin

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grade	2018-19:
School Grades History	2017-18:
	2016-17:
	2015-16:
	2014-15:
	2013-14:
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% student success.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Coffin, Dawn	Principal
Principal	
Kretz, Darrell	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	11	52	85	114	262
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	56	66	104	243
One or more suspensions	0	0	0	0	0	0	0	0	0	3	21	29	17	70
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	4	15	2	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	18	40	35	25	118

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	8	38	65	52	163

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	29	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	9	10	20

FTE units allocated to school (total number of teacher units)

13

Date this data was collected or last updated

Wednesday 6/12/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	39	116	148	307
One or more suspensions	0	0	0	0	0	0	0	0	0	1	3	8	18	30
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	5	15	4	24
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	2	13	21	14	50

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	1	18	45	26	90

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	56%	0%	56%	56%
ELA Learning Gains	0%	51%	51%	0%	53%	53%
ELA Lowest 25th Percentile	0%	43%	42%	0%	44%	44%
Math Achievement	0%	45%	51%	0%	46%	51%
Math Learning Gains	0%	44%	48%	0%	48%	48%
Math Lowest 25th Percentile	0%	41%	45%	0%	42%	45%
Science Achievement	0%	64%	68%	0%	66%	67%
Social Studies Achievement	0%	71%	73%	0%	72%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	11 (0)	52 (0)	85 (0)	114 (0)	262 (0)
Attendance below 90 percent	17 ()	56 ()	66 ()	104 ()	243 (0)
One or more suspensions	3 (0)	21 (0)	29 (0)	17 (0)	70 (0)
Course failure in ELA or Math	0 (0)	4 (0)	15 (0)	2 (0)	21 (0)
Level 1 on statewide assessment	18 (0)	40 (0)	35 (0)	25 (0)	118 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	0%	54%	-54%	55%	-55%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	7%	53%	-46%	53%	-46%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		7%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	62%	-40%	67%	-45%
2018	4%	63%	-59%	65%	-61%
Compare		18%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	70%	-62%	70%	-62%
2018	6%	70%	-64%	68%	-62%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	55%	-55%	61%	-61%
2018	20%	57%	-37%	62%	-42%
Compare		-20%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	2%	56%	-54%	57%	-55%
2018	5%	56%	-51%	56%	-51%
Compare		-3%			

Subgroup Data

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	11
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	68
Total Components for the Federal Index	6
Percent Tested	70%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	12
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2

Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	13
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	12
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

All of our data points are low, we are a drop out prevention school. Our students perform better on alternative assessments - SAT/ACT/PERT in order to meet graduation requirements.

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

All of our data points are low, we are a drop out prevention school. Our students perform better on alternative assessments - SAT/ACT/PERT in order to meet graduation requirements.

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

All of our data points are low, we are a drop out prevention school. Our students perform better on alternative assessments - SAT/ACT/PERT in order to meet graduation requirements.

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

Graduation rate. Building relationships and attendance. Implemented PBIS.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance. It is difficult to improve these data points if students aren't coming to school.

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

1. graduation rate
2. CRT/Engaging instruction
3. Attendance
4. Career certifications

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance (grad rate) is 55% of students meeting ELA grad requirements. 2. We expect our performance level to be 60% by end of 2019-2020 school year. 3. The problem/gap is occurring because students are not gaining the fundamentals to pass the ELA FSA for various reasons - attendance, non-engagement, importance.
State the measureable outcome the school plans to achieve	We expect our performance level to be 60% by end of 2019-2020 school year.
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	Strengthen staff practice to utilize questions to help students elaborate on content. Plan for instructional engagement - CRT.
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development onsite. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school. 9. Work with other EAS schools to provide targeted professional development for our EAS teachers. 10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices. 11. Focus PLCs on best instructional practice and data. 12. Monitor all of the above. 13. New instructors will attend the new ELA cadre.
Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#2	
Title	Math
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 55% of students meeting graduation requirements for Algebra and or concordant score, as evidenced by grad requirements. 2. We expect our graduation level to be 60% by end of 2019-2020 school year. 3. The problem/gap is occurring because students are not retaining the information to be able to pass Algebra due to lack of attendance and engagement. 4. Improve math proficiency. 5. Improve learning gains.
State the measurable outcome the school plans to achieve	The percent of all students passing the algebra EOC requirements and or concordant score will increase from 55% to 60%, as measured by the 19/20 grad rate.
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school. 9. Work with other EAS schools to provide targeted professional development for our EAS teachers. 10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices. 11. Focus PLCs on best instructional practice and data. 12. Monitor all of the above.
Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#3	
Title	Science
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 22%, as evidenced in end of the EOC requirements. 2. We expect our performance level to be 35% by end of the 2019-2020 school year. 3. The problem/gap is occurring because student are not meeting the EOC requirements for science as they are not engaged in the curriculum or attending school on a regular basis.
State the measureable outcome the school plans to achieve	35% of students taking the Science EOC in Biology will earn a level 3 or above.
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	Strengthen staff practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school. 9. Work with other EAS schools to provide targeted professional development for our EAS teachers. 10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices. 11. Focus PLCs on best instructional practice and data. 12. Monitor all of the above. 13. Increase the use of electronic resources to help give/offer personalized lessons. (utilize computer lab)
Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#4	
Title	Social Studies
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 8% of students that are a level 3 or above on the EOC. 2. We expect our performance level to be 35% by the end of the 2019-2020 school year. 3. The problem/gap is occurring because students are not completing EOC requirements for social studies.
State the measurable outcome the school plans to achieve	Bayside will have 35% of students making a level 3 or above on the EOC.
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	Strengthen staff practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices aligned to standards and curriculum resources. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school. 9. Work with other EAS schools to provide targeted professional development for our EAS teachers. 10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices. 11. Focus PLCs on best practices and data (utilizing US History mini assessments). 12. Monitor all of the above.
Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#5	
Title	College and Career Readiness
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 11 students completing future plans, as evidenced in future plans report. 2. We expect our performance level to be at 100% by end of the 2019-2020 school year. 3. The problem/gap is occurring because students do not understand the value of the program.
State the measureable outcome the school plans to achieve	The number of all students completing future plans will increase to 100% as measured by future plans report.
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	Students will be brought to the lab to complete their plans and the guidance team will educate them on the importance of doing so.
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school. 9. Work with other EAS schools to provide targeted professional development for our EAS teachers. 10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices. 11. Focus PLCs on best practices and data. 12. Monitor all of the above.
Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#6	
Title	<p>Graduation Rate</p> <p>1. Our current level of performance is 55% graduation rate, as evidenced in Students meeting graduation requirements.</p> <p>2. We expect our performance level to be 60% by 8/01/20.</p> <p>3. The problem/gap is occurring because students are not meeting core requirements in time to graduate on time.</p>
Rationale	<p>77/146</p> <p>28 - Black</p> <p>13 - Hispanic</p> <p>10 - MR</p> <p>26 - White</p> <p>146</p> <p>53 white</p> <p>58 black</p> <p>28 Hispanic</p> <p>1 Indian</p> <p>3 Asian</p> <p>3 MR</p> <p>29 ESE 20 graduated.</p>

State the measurable outcome the school plans to achieve	The graduation rate will be 60% in 2020.
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	<p>Intensify graduation committee focus on data to plan interventions and supports for individual students.</p> <p>Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate.</p> <p>Strengthen staff ability to engage students for on-track promotion throughout high school.</p>
Rationale for Evidence-based Strategy	<p>Communication and relationships are key to student success. District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.</p>

Action Step	
Description	<p>1. Meet with seniors monthly to review GPA, grades, and credit progress</p> <p>2. Work with guidance and teachers to ensure that students are updated regularly on status towards graduation.</p> <p>3. Monitor the conditions for learning so that a safe, respectful, culturally sensitive, productive environment exists for our students.</p>

Person Responsible

Darrell Kretz (kretzd@pcsb.org)

#7	
Title	Bridging the Gap Plan AA
Rationale	The graduation rate for black students is 42%
State the measureable outcome the school plans to achieve	The graduation rate for black students will increase to 60%
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	<p>Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</p> <p>Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.</p> <p>Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.</p> <p>Provide training for culturally relevant disciplinary practices and ensure strong implementation.</p> <p>Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.</p> <p>Utilize supports from district office to support the recruitment and retention of black applicants.</p>
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school. 9. Work with other EAS schools to provide targeted professional

development for our EAS teachers.

10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.

11. Focus PLCs on best practices and data.

12. Monitor all of the above.

**Person
Responsible**

Darrell Kretz (kretzd@pcsb.org)

#8	
Title	School Climate/Conditions for Learning
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance in school-wide behavior is 290 referrals. We expect our performance level to be lower by the end of the 2019-2020 school year. 2. The problem/gap in behavior performance is occurring because minority students are receiving a large number of the referrals. 3. If a better cultural understanding would occur, and teachers utilized culturally relevant teaching strategies, the problem would be reduced. 4. We will analyze and review our data for effective implementation of our strategies continually.
State the measurable outcome the school plans to achieve	Decrease referrals by 50% and increase student engagement in classes.
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	Educate staff on culturally responsive teaching, equity and restorative practices. Cultural proficiency.
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school. 9. Work with other EAS schools to provide targeted professional development for our EAS teachers. 10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices. 11. Ensure that the PBIS plan is clear and is communicated and implemented by all.
Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#9	
Title	Attendance
Rationale	<ol style="list-style-type: none"> 1. Our current attendance rate is 65%. We expect our performance level to be at 80% by the end of the 2019-2020 school year. 2. The problem/gap in attendance is occurring because students that are assigned to Bayside come to us with attendance issues. 3. If students attended more, the problem would be reduced. 4. We will analyze and review our data for effective implementation of our strategies by meeting with the child study team.
State the measurable outcome the school plans to achieve	The attendance rate will increase to 80% by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	<p>Provide engaging instruction. Create positive relationships with students and parents. Create a climate conducive to learning. Fully implement PBIS.</p>
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school. 9. Work with other EAS schools to provide targeted professional development for our EAS teachers. 10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices. 11. Home visits.
Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#10	
Title	Family and Community Engagement
Rationale	Less than 10% of parents come out to the school for school events.
State the measurable outcome the school plans to achieve	Bayside will increase parental involvement by 200%.
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	Communication and building relationships is key. District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<p>School Messenger Calls Calls from teachers and guidance Work with parents during quarterly family nights Receive parental input at SAC meetings Reach out to middle and high schools to work with families who could benefit from Bayside.</p>
Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#11	
Title	Healthy Schools
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 7/8 modules, as evidenced in alliance for healthier generation assessment. 2. We expect our performance level to be 8/8 by end of 2019-2020 school year. 3. The problem/gap is occurring because not all modules were completed.
State the measureable outcome the school plans to achieve	The number of modules completed will increase from 7 to 8.
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	Complete all 8 modules.
Rationale for Evidence-based Strategy	District strategic plan.
Action Step	
Description	<ol style="list-style-type: none"> 1. Healthy teams will meet to discuss health issues 2. 3. 4. 5.
Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#12	
Title	Bridging the Gap Plan H
Rationale	The current graduation rate for Hispanic students is 54%
State the measureable outcome the school plans to achieve	We will raise the Hispanic graduation rate to 60%
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	<p>Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</p> <p>Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for Hispanic students.</p> <p>Ensure Hispanic students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.</p> <p>Provide training for culturally relevant disciplinary practices and ensure strong implementation.</p> <p>Utilize supports from district office to ensure interventions are in place and being implemented for Hispanic students who receive consent for evaluation.</p> <p>Utilize supports from district office to support the recruitment and retention of Hispanic applicants.</p>
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school. 9. Work with other EAS schools to provide targeted professional

development for our EAS teachers.

10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.

11. Focus PLCs on best instructional practice and data.

12. Monitor all of the above.

**Person
Responsible**

Darrell Kretz (kretzd@pcsb.org)

#13	
Title	Bridging the Gap Plan W
Rationale	The graduation rate for white students is 40%
State the measureable outcome the school plans to achieve	The graduation rate for white students will increase to 60%
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	<p>Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</p> <p>Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for all students.</p> <p>Ensure all students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.</p> <p>Provide training for culturally relevant disciplinary practices and ensure strong implementation.</p> <p>Utilize supports from district office to ensure interventions are in place and being implemented for all students who receive consent for evaluation.</p> <p>Utilize supports from district office to support the recruitment and retention of teacher applicants who have a proven track record for working with high needs populations.</p>
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school.

9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Focus PLCs on best instructional practice and data.
12. Monitor all of the above.

**Person
Responsible**

Darrell Kretz (kretzd@pcsb.org)

#14	
Title	Bridging the Gap Plan MR
Rationale	The current graduation rate for multiracial students is 50%
State the measureable outcome the school plans to achieve	The graduation rate for multiracial students will increase to 60%
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	<p>Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</p> <p>Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for multi-racial students.</p> <p>Ensure multi-racial students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.</p> <p>Provide training for culturally relevant disciplinary practices and ensure strong implementation.</p> <p>Utilize supports from district office to ensure interventions are in place and being implemented for multiracial students who receive consent for evaluation.</p> <p>Utilize supports from district office to support the recruitment and retention of multiracial applicants.</p>
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school.

9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Focus PLCs on best instructional practice and data.
12. Monitor all of the above.

**Person
Responsible**

Darrell Kretz (kretzd@pcsb.org)

#15	
Title	Bridging the Gap Plan Low SE
Rationale	The current graduation rate for low socio-economic students is 43%
State the measureable outcome the school plans to achieve	The graduation rate will increase to 60%
Person responsible for monitoring outcome	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy	<p>Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</p> <p>Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for low SES students.</p> <p>Ensure low SES students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.</p> <p>Provide training for culturally relevant disciplinary practices and ensure strong implementation.</p> <p>Utilize supports from district office to ensure interventions are in place and being implemented for low SES students who receive consent for evaluation.</p> <p>Utilize supports from district office to support the recruitment and retention of teacher applicants that have proven to be effective with a high needs population.</p>
Rationale for Evidence-based Strategy	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 30% over two years.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue professional development on culturally relevant teaching practices. 2. Continue professional development on restorative practices. 3. Continue professional development on equity practices. 4. Encourage teachers to attend the district professional development. 5. Bring in content area specialist to assist in helping teachers improve their pedagogy. 6. Encourage students to attend ELP and tutoring. 7. Continue to encourage students to make up work for previous quarters and or grade forgiveness. 8. Continue to explore ways to get students to attend school.

9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Focus PLCs on best instructional practice and data.
12. Monitor all of the above.

**Person
Responsible**

Darrell Kretz (kretzd@pcsb.org)

#16

Title Bridging the Gap Plan ESE

Rationale The current graduation rate for ESE students is 42%

State the measureable outcome the school plans to achieve

We will increase the graduation rate for ESE students to 60%

Person responsible for monitoring outcome

Darrell Kretz (kretzd@pcsb.org)

Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for ESE students.

Ensure ESE students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.

Evidence-based Strategy

Provide training for culturally relevant disciplinary practices and ensure strong implementation.

Utilize supports from district office to ensure interventions are in place and being implemented for ESE students and that IEP accommodations are being followed.

Look at scheduling and time with content area teachers for ESE teacher so he/she can know exactly what the students need and are expected to do. Provide that time.

Offer a Learning Strategies class to teach students how to tackle assignments, testing.

Rationale for Evidence-based Strategy

District strategic plan, Marzano, ESE Department

Action Step

Description

1. Continue professional development on culturally relevant teaching practices.
2. Continue professional development on restorative practices.
3. Continue professional development on equity practices.
4. Encourage teachers to attend the district professional development.
5. Bring in content area specialist to assist in helping teachers improve their pedagogy.

6. Encourage students to attend ELP and tutoring.
7. Continue to encourage students to make up work for previous quarters and or grade forgiveness.
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Focus PLCs on best instructional practice and data.
12. Monitor all of the above.

Person Responsible Darrell Kretz (kretzd@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

I think we have enough.

Part V: Budget

1	III.A	Areas of Focus: ELA				\$0.00
2	III.A	Areas of Focus: Math				\$0.00
3	III.A	Areas of Focus: Science				\$0.00
4	III.A	Areas of Focus: Social Studies				\$0.00
5	III.A	Areas of Focus: College and Career Readiness				\$0.00
6	III.A	Areas of Focus: Graduation Rate				\$0.00
7	III.A	Areas of Focus: Bridging the Gap Plan AA				\$0.00
8	III.A	Areas of Focus: School Climate/Conditions for Learning				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0251 - Bayside High School	School Improvement Funds		\$1,500.00
			<i>Notes: Professional development to continue efforts for culturally relevant teaching, drop out prevention, teacher shadowing, planning, collaboration, conferences, materials.</i>			
9	III.A	Areas of Focus: Attendance				\$0.00
10	III.A	Areas of Focus: Family and Community Engagement				\$0.00
11	III.A	Areas of Focus: Healthy Schools				\$0.00

12	III.A	Areas of Focus: Bridging the Gap Plan H	\$0.00
13	III.A	Areas of Focus: Bridging the Gap Plan W	\$0.00
14	III.A	Areas of Focus: Bridging the Gap Plan MR	\$0.00
15	III.A	Areas of Focus: Bridging the Gap Plan Low SE	\$0.00
16	III.A	Areas of Focus: Bridging the Gap Plan ESE	\$0.00
Total:			\$1,500.00