

Bay District Schools

Bay High School



2015-16 School Improvement Plan

Bay High School

1200 HARRISON AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	47%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	A	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to enable students to reach their academic potential and develop into responsible citizens by providing a safe, rigorous and relevant learning environment that involves all stakeholders in the accountability of student success.

Provide the school's vision statement

Student learning is the chief priority for the school. Students learn in different ways and should be provided with a variety of instructional approaches to support their learning. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff. A safe and physically comfortable environment promotes student learning. Teachers, administrators, parents, students and the community share the responsibility for advancing the school's mission.

School Environment

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

All teachers have access to Cultural Portraits: A Synoptic Guide. This resource provides teachers insight into the students' country of origin including cultural patterns, family, gender roles, etc. Bay High ESOL program hosts an International Luncheon for staff. This social event provides teachers and students the opportunity to develop more personal relationships. Students prepare foods from their country of origin to share. Each student creates a poster displaying information about their country and customs.

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

Bay High School has an open door policy to welcome all students with any concerns to meet with teachers and administrators. Administrators immediately investigate any concerns involving safety, security, and self-worth to make students feel secure and a part of the school. Our Positive Behavior Interventions and Supports (PBIS) Team, or Red Pride Team, works to assist in supporting the school by providing Red Pride Rewards and helps the staff to monitor the statistical data surrounding incidents on campus. Bay High has all classroom and common area rules and expectations under the umbrella of Red Pride. Our safety plan is in every teachers classroom to ensure our students are safe and that the school is orderly and adheres to district policy. The safety needs are met through planning for appropriate evacuation routes, creating a safety team and preparing an environment where our students and staff feel safe and secure.

Describe the schoolwide 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 concept of RED Pride promotes improvement in student behavior across the entire school. It provides administrators, teachers and students with tools they need to achieve a more cohesive school environment and provide a better understanding of specific problems on the school campus. RED Pride is the result of the implementation of Positive Behavior Interventions and Supports at Bay

High School and represents the school-wide expectations at BHS. It is defined using the acronym.

R E D Pride is Respectful

Engaged

Dependable

Pride

Respectful To show concern or consideration for self, others and property. Displaying behaviors that help people feel calmer, safer, friendlier, and more cooperative

Engaged The commitment to be actively involved by meeting the ongoing challenges that will impact your school, community and future.

Dependable Worthy of trust by being responsible for one's actions through task completion, promptness and preparedness.

Pride To feel that you are a valued member of the school and community, continuing the Bay High legacy.

Personal

Reinforcement of positive behavior can be awarded in a number of ways. All staff members are encouraged to reward students with smiles, positive comments, or some other form of recognition when a student displays appropriate behavior. Students may also earn "RED Pride Recognition" tickets (aka REDdies) if they exhibit appropriate behavior while they are on campus. These tickets will be awarded by staff members as a positive reinforcement of behavior.

For the process to work at Bay High we provide incentives for the positive behavior.. After students earn a ticket they have the option of putting their tickets into a drawing to earn a specified reward or they may save up and redeem their tickets for rewards from a "menu."

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

Currently, Bay High School employs 3 full-time guidance counselors, 1 ESE Coordinator, 1 part-time EBD counselor, 1 Military Liason Counselor, and maintains a longstanding relationship for the district's Homeless Student Advocate. Because Bay High School recognizes the needs of our students, our utmost emphasis is placed on relationship building with our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Bay High School uses the Multi-Tiered Support System (MTSS) to monitor, assess, evaluate, and respond to students who are at risk for ELA and Math assessments. The Bay High MTSS Team is composed of Assistant Principal Brian Bullock, Guidance Counselors Greta Saloman, Maria Lang, and Emily Messer, ESE Coordinator Laurie Krebs, School Speech and Language Pathologists Kellie Woosley and Everitt, a District appointed MTSS Liaison and all Intensive ELA and Math teachers. The MTSS team administers monthly probes to all Level 1 and 2 students; Common Assessments in ELA and the Agile Minds Probe in Math. In addition to these periodic assessments, the MTSS team monitors student grades, behavior, and ESE accommodations as early warning indicators and to identify trends and patterns. This comprehensive assessment and analysis allows the team to most efficiently allocate resources in order to improve learning for all students.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	56	40	30	37	163
One or more suspensions	43	34	15	13	105
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	74	60	37	26	197

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	64	58	30	12	164

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The truancy procedure at Bay High School has several steps. When a student has excessive absences, the teacher will talk to the student. If there is not a change in the student's attendance, then the teacher contacts the parents. If attendance does not improve, the teacher sends a Child Study Team (CST) referral to the Administrative Assistant in charge of attendance, Mrs. Blythe Carpenter. At this point, Mrs. Carpenter sends out a CST notification form to parents stating the date and time for a meeting. At the meeting, there is a discussion about strategies on improving attendance. Also discussed is if the student is appropriate placed at Bay High School. They are given the information on alternative school options. If a student has excessive excused medically-related absences, the school recommends going on hospital homebound. The student and parents are made aware of the penalties if attendance does not improve. If the student is under the age of 16, he/she will have to report to truancy court. If the student is over 16, he/she will be withdrawn. After the meeting, teachers are notified to report on going attendance issues.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Bay High School seeks to have parental involvement in all areas of student activities, both curricular and co-curricular. Our target is to make known to parents the benefits of participation and support of their students. This is done through regular updates to the Bay High School Website's calendar, IRIS alerts, a quarterly newsletter, Bay High School Facebook page, and Bay High School's Twitter account.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Red Pride PBIS PLC consists of administrators, teacher, staff, and students. Our Red Pride committee is responsible for building and maintaining partnerships with the local community. Additionally, the Bay High School Foundation, which is made up of alumni and community members, meets with administrators monthly to continue securing and utilizing resources. The mission of the Foundation is to enhance the educational program of student services available at Bay High School. The Foundation serves as an effective liaison between Bay High School and the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
May, Billy	Principal
Palfrey, Kris	Assistant Principal
Cantwell, Annie	Teacher, K-12
Fowler, Cindy	Teacher, K-12
Wiggins, Pam	Teacher, K-12
Todd, Megan	Teacher, K-12
Bullock, Brian	Assistant Principal
Carpenter, Blythe	Dean
Krebs, Laurie	Teacher, ESE
Whitehurst, Forrest	Teacher, K-12
Efstathiou, Nick	Teacher, K-12
Rutherford, Jan	Teacher, K-12
Walden, Sally	Teacher, ESE
Hansen, Jill	Teacher, K-12
Marshall, John	Psychologist
Malone, Melanie	Instructional Coach
Rogers, Jennifer	Instructional Coach
Gibson, Lisa	Instructional Coach
McNally, Gina	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Billy May, Principal: Provides a common vision for the use of data-based decision-making and ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, provides staff with training of data-based decision-making and communicates with parents regarding school-based

MTSS plans and activities.

Lisa Gibson, Instructional Specialist for MTSS: Ensures that staff is implementing MTSS with fidelity. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

General Education Teachers: Megan Tood (Reading), Annie Cantwell (Math), Pam Wiggins (Science), Cindy Fowler (Social Studies): These general education representatives provide information about core instruction, participate in making sure that Tier 1 instruction/intervention is/are being implemented and student data is collected. If needed, they will collaborate with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Lauire Krebs, ESE Coordinator: Participates in student data collection, provides assistance to General Education and ESE Teachers in instruction and intervention techniques, assists in progress monitoring, serves as liaison between school and parents.

Megan Todd, Reading Department Head: Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches and provides this literature for the faculty. Assists with whole school screening programs, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

John Marshall, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Kelly Woosley, Speech Language Pathologist: Educates the team on the role language plays in curriculum, assessment, and instruction, assists in the selection of screening measures; and helps identify systemic patterns of student need related to language skills/deficits.

Melanie Malone, Math Coach, and Jennifer Rogers, Literacy Coach: Identifies and analyzes data in math and reading to determine intervention approaches and provides professional development for the faculty as a whole and individual co-teaching for struggling teachers.

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 Bay Leadership Team will focus on how to develop and maintain a problem-solving system to bring out the best in our school, our teachers and in our students. The Bay Leadership Team will meet at least 3 times per year to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources.

The MTSS Leadership Team will also meet monthly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Additionally, representatives of the MTSS Leadership Team will meet with subject area teams to effectively and efficiently implement and coordinate problem-solving and MTSS across school plans and initiatives.

The Advanced International Certificate of Education programs earn money to support the purchase of

supplies, professional development, technology, testing supplies and tests for support of continued student achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Billy May	Principal
Frances Gordon	Parent
Marion Harrington	Education Support Employee
Kris Palfrey	Teacher
Janet Rutherford	Teacher
Jane Perry	Parent
Stephen Moore	Student
Christopher Moore	Parent
Kim Whitfield	Parent
Megan Todd	Teacher
Kay Svitenko	Teacher
Jake Rudek	Student
Daisy Crider	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The principal and secretary provide an update on the school's progress on the School Improvement Plan at each meeting. The SAC members involved in the development of the SIP review the previous year's plan before developing a new plan.

Development of this school improvement plan

The president and secretary of SAC are participants during the writing cycle. The School Improvement Plan, along with a one page synopsis, is emailed to all members for review before approval at a scheduled monthly meeting.

Preparation of the school's annual budget and plan

The president and secretary of SAC are participants during the development cycle. The School Budget is emailed to all members to review before approval at a monthly scheduled meeting.

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

The district provided a small amount of funds for the SAC to use to support the School Improvement Plan. The SAC has approved the expenditure of 75% (\$3,000.00) of these funds on student handbooks, providing one handbook for each student. Teachers are invited to submit requests for the use of the remaining funds 25% (\$750.00) for classroom needs that support the School Improvement Plan. Donations are collected for the other activities the SAC participates in during the school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
May, Billy	Principal
Todd, Megan	Teacher, K-12
Rutherford, Jan	Instructional Media
Hall, Nathalie	Teacher, K-12
Whitehurst, Forrest	Teacher, K-12
Rogers, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Bay High School will host a low cost book fair this year in order to help our economically disadvantaged students. Students may be given special Red Pride cards worth money to be spent at the book fair.

"By Invitation Only" will occur three times this year. This event is hosted by the BHS Media Center. ELA teachers are allowed to select three students each to participate in a celebration of the new book arrivals at the Media Center. These students are given first opportunity to check out the latest books. The LLT is hosting a book study on Book Love by Penny Kittle. All faculty members are invited to participate.

The LLT and Literacy Coach are hosting several professional development sessions on topics such as: Instructional Frameworks for All Subjects, Evidence Based Writing for All Subjects, CLOSE Reading for All Subjects, and Collaborative Classrooms.

Additionally, the LLT will encourage teachers to share with their students the books they are reading by posting this information on their doors.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Bay High School has increased emphasis on Professional Learning Communities (PLCs) this year to facilitate positive working relationships. Each PLC has created norms, goals, gains, and barriers, and will complete cycles of common assessments and data review to drive future instruction. PLCs meet the first three Wednesday mornings of the month in the Media Center. Additionally, our district has set aside four days for all day PLC planning.

Each school-wide professional development session, Red Pride cards are drawn for prizes. The faculty is encouraged to award one another by stating on the Red Pride card the positive things they have seen one another do.

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

School-based strategies for recruiting and retaining highly qualified teachers include:

Regular data chats and guidance in completing Deliberate Practice for teachers conducted by all Administrators.

Partnering new teachers with veteran staff and district mentors by Assistant Principal.

College campus Job Fairs and e-recruiting at universities and colleges when available conducted by District Personnel.

Soliciting referrals from current employees conducted by Principal.

Soliciting Bay High School graduates with effective communication and academic records conducted by Assistant Principals.

Every effort is made to provide teachers with desired professional development opportunities and materials for the classroom. Teachers are encouraged to participate in Bay Education Foundation's Scholarship Program. Release time is provided for teachers in certification programs to complete their training.

Professional Development is provided for teachers to complete Teaching Students with Disabilities for certification renewal.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Megan Todd - Reading Department Chair - Mentor

Jennifer Rogers - Instructional Literacy Coach - Mentor

Polly Schafer - Mentee

Leigh Holland - Mentee

Ms. Schafer and Ms. Holland are first year intensive reading teachers. They are both working on their reading endorsement. Ms. Todd is an experienced reading teacher. Ms. Todd's students have shown improvement in reading as reflected by the FSA reading learning gains in the lowest 25%. Mrs. Rogers is the district appointed Literacy Coach for Bay High School.

The mentor and mentees are meeting weekly in a professional learning community to discuss evidenced-based strategies for each domain. Mrs. Rogers will also pre- and post-conference with the mentees, model lessons using reading and writing strategies, and provide feedback to improve intensive reading instruction. Ms. Todd is also providing support for the mentees as they complete their reading endorsement.

Other areas include: teacher handbook overview, district policy, school site policy, new teacher induction process, book studies, classroom observations, modeling, and feedback.

Annie Cantwell - Math Department Chair - Mentor

Melanie Malone - Instructional Math Coach - Mentor

Thomas Thorpe - Mentee

David Lang - Mentee

Mr. Lang and Mr. Thopre are first year math teachers. Mrs. Cantwell is an experienced math teacher.

Ms. Cantwell's students have shown improvement in mathematics as reflected by the Algebra II and PERT EOCs. Mrs. Malone is the district appointed Math Coach for Bay High School.

The mentor and mentees are meeting weekly in a professional learning community to discuss evidenced-based strategies for each domain. Mrs. Malone will also pre- and post-conference with the mentees, model lessons using math strategies, and provide feedback to improve math instruction. .

Other areas include: teacher handbook overview, district policy, school site policy, new teacher induction process, book studies, classroom observations, modeling, and feedback.

Pamela Wiggins - Science Department Chair - Mentor

Carly Karas - Mentee

Miss Karas is a second year Bay High School science teacher. Ms. Wiggins has successful classroom control, implementation of various reading and differentiated science strategies in the content area, and a high rate of success on common assessments for students in Physical Science.

The mentor and mentee are meeting weekly in a professional learning community to discuss evidenced-based strategies for each domain and in analyzing data. Other areas include: teacher handbook overview, district policy, school site policy, new teacher induction process, book studies, classroom observations, modeling, and feedback.

Ms. Cindy Fowler - Social Studies Department Chair - Mentor

Nathaniel Taylor - Mentee

Mr. Taylor is a first year social science teacher. Ms. Fowler has successful classroom control, implementation of various reading and differentiated strategies in the content area, and a high rate of success on the AICE US History exam and US History EOC.

The mentor and mentee are meeting weekly in a professional learning community to discuss evidenced-based strategies for each domain and in analyzing data. Other areas include: teacher handbook overview, district policy, school site policy, new teacher induction process, book studies, classroom observations, modeling, and feedback.

In addition, Bay High School has taken advantage of the District Specialist Suzanne Witham who works with struggling new teachers to develop skills in classroom management and instructional strategies by observing and providing feedback for teachers. Bay High School has recommended several teachers and one has requested this help. Bay High School also utilizes the District Instructional Coaches for all content areas to help with struggling teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Bay High School participates in the Bay District Schools Media and Technology Department's textbook adoption program. Books are selected based on Bay District Schools decisions for the entire district and are aligned to Florida's standards.

Bay High School's core instructional program is designed to satisfy all of the graduation requirements of students seeking a standard diploma. General education courses follow the district approved and implemented pacing guides to insure each course is aligned to Florida's standards.

Instructional Strategies

Describe how the 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

For ESE students, all grades and assessments along with the IEP goals and accommodations are reviewed to ensure proper course placement. Instruction for these students is modified by accommodations for each individual student to include setting, time allowed, scheduling, presentation, and assistive technology. Push-in Paraprofessionals are provided for students leaving the self-contained environment to join their regular education peers. The Learning Lab is available for students to use per their accommodations outside the classroom setting as needed.

For regular education students who are performing below proficiency levels based on data from prior year FSA/EOCs, intensive reading and math courses are utilized to supplement the learning process. For our lowest level math students, co-teaching is providing additional support. For our lowest reading level students, a double-blocked intensive reading course is provided for additional support. Data is used to guide instruction in both of these intensive classes.

For advanced students determined by grade point averages and FSA/EOCs, challenging courses are offered through the Advanced International Certification of Education (AICE) program, dual enrolled

courses, and Advanced Placement (AP) courses. Standards of state assessments are covered at both the basic and advanced levels to assist in earning advanced levels on state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

Upward Bound is designed to provide academic support, service learning opportunities, cultural activities and college readiness skills to students throughout the year. Students receive weekly academic tutoring and advising at Bay High School. Upward Bound students become college ready by taking a rigorous high school course load, preparing for college entrance exams (the ACT/SAT), researching financial aid and scholarship options, and completing college undergraduate admissions applications. Students also attend monthly Saturday workshops on the Gulf Coast State College Campus to further prepare them for college. The Summer Phase is a six-week program of intensive academic study at the Gulf Coast State College campus. Students are enrolled in both academic and college/career development courses. These courses are designed to help students build academic and social skills that assist with transitioning to a new grade level for the upcoming school year. Campus visits as well as cultural and social weekend activities are also provided for students during the summer program.

Upward Bound eligibility is determined by the following factors:

Student in Arnold, Bay, Bozeman, Mosley, or Rutherford high school

Prospective first-generation college student status

Low annual family income

2.5 or higher cumulative GPA

U.S. citizenship/residency

Program Objectives

The United States Department of Education mandates four outcome objectives for Upward Bound programs:

Academic Improvement on Standardized Testing

Program Retention

Postsecondary Enrollment

Postsecondary Persistence

Strategy Rationale

The central idea of the program was to link institutions of higher education with target schools in an effort to expose students, who have been defined as low income and first generation potential college students, to postsecondary education. The goal of Upward Bound is to help students overcome environmental, social, cultural and academic barriers to higher education. Upward Bound Programs do this by providing high school students with information, counseling, academic instruction, tutoring, assistance with college admission and the financial aid process, motivation and guidance to ensure that they successfully graduate from high school and college. Specific legislation for the program was initially authorized under the Economic Opportunity Act of 1964 and later moved to be included under Title IV of the Higher Education Act of 1965. This legislation which authorized the TRIO programs sought to provide educational opportunity for all Americans regardless of race, ethnic background, or economic circumstance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McNally, Gina, mcnalgl1@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Upward Bound program is federally funded so it is funded by the federal government. Data is collected on percent of students that graduate from high school, students that enroll in college, and students obtain their college degree. Grade, attendance, behavior, community service, and testing data is collected and monitored by Gulf Coast Community College Upward Bound Staff.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

For ESE students, transition meetings are held at the 8th grade middle school level to meet with the students and parents of all ESE students transitioning to Bay High School. The IEP team/service providers meet to discuss the service models Bay High School provides to meet the educational and service needs of each student.

For all incoming 9th graders, counselors go to each middle school to register the students for freshman courses at Bay High School. Students from different programs (academic, ROTC, extracurricular) go on the same day to share their experiences and answer questions.

During the week before school begins, two Freshman and New Student Orientations are held at Bay High School. Different clubs set up information booths; freshmen are given schedules and tours; freshmen level teachers are available to answer questions; and different school supplies are sold.

For seniors, several programs are provided by Bay High School to help with college applications and financial aid, such as AICE College Night, GCSC College Night, and individual college admissions officers visits. For students looking to transition into careers, BHS students participate in Career Connections at GCSC.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school offers students elective courses in art, band, chorus, journalism, physical education, culinary operations, law enforcement, technology, health occupations, career study, and several dual enrolled course options. Courses are added at student request and advanced courses are designed to further core knowledge in many areas. Every year, after FSA/EOC testing, students and parents participate in a course selection activity entitled "Counting Down to College and Career" that exposes them to course offerings and provide relevant information for a student's course selection. After the program "Counting Down to College and Career," students meet one-on-one with a counselor to decide what classes will be taken. Emphasis is placed on curriculums that allow students to earn one of the three Florida Bright Futures scholarship opportunities. Parents are invited to these meetings; if parents are unable to participate in the meeting, they are asked to sign the student's course selection card to ensure parental participation.

Dual Enrollment opportunities are provided to Bay High School Students, on both the Bay High School and GCSC campuses. Students are encouraged to participate in GCSC College Night, Scholarship Night, and other events GCSC hosts.

The different branches of the military are invited to present their opportunities to the students in ROTC and others interested.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school offers elective courses in art, culinary operations, technology, health sciences, and dual enrollment courses in law enforcement under the umbrella of CTE academies. These courses focus on job skills, industry certification tests, and some provide opportunities for internships in the community. In technology, students are encouraged to earn certifications in Microsoft Office (word, powerpoint, excel) and in Adobe Photoshop (digital design). In the culinary operations, students are encouraged to earn certification in ServSafe Food Handler. A daily focus of the school is for teachers and students to ask each other, "Why am I learning this?" to ensure instruction is always relevant. Junior students are encouraged to be a part of Leadership Bay which is a function of the Bay County Chamber of Commerce. This program provides students with the opportunity to see all of the work environments of Bay County and discuss the relevancy of industry certifications.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

This year, additional courses are being offered in three areas. A certificate program from Gulf Coast State College is being offered. The beginning courses for this certificate are ENT1000 Introduction to Entrepreneurship and MKT2011 Introduction to Marketing, which are both being offered on our campus by a GCSC professor. Students are participating in creating programs to assist small businesses run by women in the area. Students will present their programs during the fall and spring sessions in the hopes of being funded. A CTE program in its second year is in the area of Sports, Recreation, and Entertainment Essentials. This program will offer services to the community and create PSAs for local businesses. A new CTE program is under development in the area of Health Sciences. Students will follow a progression of health related courses to include two new dual enrolled courses (HSC 0530 Medical Terminology and HSC 1004 Overview of Health Professions).

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), Florida Statutes

After analyzing the data from PERT, SAT, and ACT, the school continues to provide and emphasize strong academic course selections to prepare graduates for the post-secondary experience. Level 3 course offerings in math and science have been increased for school year 2014-2015 by replacing several Level 2 courses with Level 3 courses. Students were encouraged to select these courses during registration. All tenth grade students are provided the opportunity to take the PSAT for free, while juniors are encouraged to take the PSAT. Students who were unable to afford the junior year PSAT were financially assisted by a donation from a business partner. A student-parent meeting to review PSAT scores will be held when score reports arrive. Score reports are distributed and strategies for improving these scores are shared. Post-Secondary Educational Readiness Tests (PERT) are tracked for all students. Students begin sitting for this examination the spring before they plan to take a dual enrolled course the following year. If the students have not taken a dual enrolled course by their junior year, all juniors sit for the examination. During the 2011-2012 School Year, AICE General Paper, AICE English Literature (A Level), and AICE English Language became the senior level English courses thus insuring all students have participated in at least one acceleration mechanism course before graduating. However, during the 2012-2013, this opportunity was denied to all students by the state. Only students earning the college ready score on the PERT are allowed to opt for an AICE English course. Professional development occurred during the 2012-2013 in AICE General Paper to prepare to offer AICE General Paper for all juniors during the 2013-2014 school year. This has proved very successful for our students providing them college credit and inspiring them to further their college education. The AICE Diploma Program, which is an avenue to the Bright Futures Academic and Medallion scholarships, has increased the number of participants for this school year. Vocational Gold Seal program in Digital Design has been increased along with an increase in Industry Certification tests. Students were encouraged to participate in one of the Florida Bright Futures Scholarship programs. The GCSC College Fair to promote interest in colleges was heavily promoted in the fall. A parent-student program for student-athletes has been held to promote

interest in academic and athletic scholarships. All class members of 2016 will be required to complete a survey as part of their graduation packet to improve the validity of our data. This survey will occur during the spring session to promote enrollment in post secondary college, university, or vocational schools.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** To improve student reading proficiency levels by 10% utilizing student performance data as measured by assessment tools such as Measures of Academic Progress (MAP) (21 points), common assessments (reduce number of D/F by 5%), and standardized tests.
- G2.** To improve student writing proficiency levels within all content levels utilizing student performance data as measured by tools such as Bay District Writing program assessments and rubrics in the area of Evidence and Elaboration. (Increase the proficiency score on Evidence and Elaboration second of Bay Writes by 10%).
- G3.** To improve student Algebra I proficiency levels utilizing student performance data as measured by Measures of Academic Progress, Agile Minds testing, and common course assessments resulting in increased Algebra 1 EOC Pass Rate by 11% (from 44% to 55%).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To improve student reading proficiency levels by 10% utilizing student performance data as measured by assessment tools such as Measures of Academic Progress (MAP) (21 points), common assessments (reduce number of D/F by 5%), and standardized tests. 1a

G071588

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Professional Development in Measures of Academic Progress for teachers to recognize data trends.
- Professional Development in CLOSE Reading Strategies for teachers.
- Professional Development in Informational Based Texts
- Instructional Literacy Coach

Targeted Barriers to Achieving the Goal 3

- Low reading comprehension due to poor vocabulary skills and lack familiarity of content vocabulary based on student data.
- Implementing reading strategies for informational based texts and related activities based on student data.
- Implementation of Common Core and understanding of FSA standards and changes
- New Reading Teachers

Plan to Monitor Progress Toward G1. 8

Measures of Academic Progress, common formative and summative assessments

Person Responsible

Billy May

Schedule

Semiannually, from 8/31/2015 to 5/30/2016

Evidence of Completion

Measures of Academic Progress, FOCUS grades

G2. To improve student writing proficiency levels within all content levels utilizing student performance data as measured by tools such as Bay District Writing program assessments and rubrics in the area of Evidence and Elaboration. (Increase the proficiency score on Evidence and Elaboration second of Bay Writes by 10%). 1a

G071589

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	75.0

Resources Available to Support the Goal 2

- Instructional Writing Coach, Instructional Literacy Coach, Rubrics, Standards

Targeted Barriers to Achieving the Goal 3

- All teachers are not familiar with the writing rubric and common core standards to inform instruction.
- Lack of appropriate time for timed writing practices.

Plan to Monitor Progress Toward G2. 8

Data from District Writing Initiative, collection of common errors as noted by graders

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

A data spreadsheet tracking assessment and common errors in writing from the BDS Writing Assessments will be collected and shared with teachers and administrators

G3. To improve student Algebra I proficiency levels utilizing student performance data as measured by Measures of Academic Progress, Agile Minds testing, and common course assessments resulting in increased Algebra 1 EOC Pass Rate by 11% (from 44% to 55%). 1a

G071590

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	55.0

Resources Available to Support the Goal 2

- Agile Minds program purchased by Bay District Schools to include professional development for teachers
- PLC for Algebra 1
- Instructional Math Coach
- Co-teaching in lowest level Algebra 1 math class
- New textbooks with common core curriculum
- Algebra Nation Summer Camp

Targeted Barriers to Achieving the Goal 3

- Time for teachers to grade, collaborate, and learn how to implement the Common Core to inform instruction.
- New math teachers.

Plan to Monitor Progress Toward G3. 8

Increased scores on PRM tools, increased scores on Agile Minds unit tests, reduced D's and F's

Person Responsible

Billy May

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Data on Google Docs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To improve student reading proficiency levels by 10% utilizing student performance data as measured by assessment tools such as Measures of Academic Progress (MAP) (21 points), common assessments (reduce number of D/F by 5%), and standardized tests. **1**

 G071588

G1.B1 Low reading comprehension due to poor vocabulary skills and lack familiarity of content vocabulary based on student data. **2**

 B186599

G1.B1.S1 Increase base vocabulary skills in all content areas by implementing a variety of activities in all content areas designed to increase vocabulary, and therefore, comprehension. **4**

 S197996

Strategy Rationale

Data indicates vocabulary is area of weakness.

Action Step 1 **5**

Science teachers will utilize a variety of engaging vocabulary strategies to reinforce connections at each level of comprehension based largely on CRISS and NGCAR-PD tactics. Science teachers will discuss common vocabulary assessment in PLC.

Person Responsible

Pam Wiggins

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Lesson Plans, FOCUS grades indicating category, PLC meeting minutes

Action Step 2 5

ELA teachers will utilize a variety of engaging vocabulary strategies to reinforce connections at each level of comprehension. Teachers will incorporate journal responses into daily assignments and discuss common vocabulary assessment in PLCs.

Person Responsible

Megan Todd

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Lesson Plans, FOCUS grades indicating category, and PLC meeting minutes

Action Step 3 5

Social Studies teachers will use CRISS strategies to introduce vocabulary in helping students engage with complex text. Social Studies teachers will discuss common vocabulary assessment in PLCs.

Person Responsible

Cindy Fowler

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Lesson Plans, FOCUS grades indicating category, and PLC meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Bay Leadership Team will meet to discuss implementation.

Person Responsible

Billy May

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Minutes of meeting, teacher lesson plans on I:Drive

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Quarterly data will be shared in Bay Leadership Meetings and with each of the departments.

Person Responsible

Billy May


Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Common assessment data

G1.B2 Implementing reading strategies for informational based texts and related activities based on student data. 2

 B186600

G1.B2.S1 Implement data driven instructional strategies for comprehension of informational based texts.

4

 S197997

Strategy Rationale

Action Step 1 5

All ELA teachers will participate in PLCs to analyze document based questions and adjust instruction and assessment as necessary according to student data.

Person Responsible

Megan Todd

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Lesson plans with accompanying teacher reflections, PLC meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

ELA teachers will meet weekly in PLCs discuss data and implementation.

Person Responsible

Gina McNally

Schedule

Weekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

PLC meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

All ELA teachers will collect data from common assessments to inform instruction

Person Responsible

Megan Todd

Schedule

Monthly, from 8/31/2015 to 5/30/2016

Evidence of Completion

PLC Meeting Minutes

G1.B2.S2 Professional Development for all content and reading teachers on response to informational texts and engaging with complex texts. 4

 S197998

Strategy Rationale

Action Step 1 5

Create PLCs for implementation for CLOSE reading process for all content areas

Person Responsible

Megan Todd

Schedule

Semiannually, from 9/1/2014 to 5/1/2015

Evidence of Completion

Lesson Plans, PD Sign in Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

All content teachers will meet in monthly PLCs to discuss implementation.

Person Responsible

Billy May

Schedule

Semiannually, from 9/1/2014 to 5/1/2015

Evidence of Completion

Lesson Plans, PLC meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

All content area teachers will collaborate and participate in PLCs to determine effectiveness

Person Responsible

Billy May


Schedule

Semiannually, from 9/1/2014 to 5/1/2015

Evidence of Completion

Lesson Plan, DEA Data, and PLC meeting minutes

G1.B3 Implementation of Common Core and understanding of FSA standards and changes 2

 B186601

G1.B3.S1 Work together in PLC with District Literacy Coach to create lessons and common assessments to address all common core standards. 4

 S197999

Strategy Rationale

Action Step 1 5

Review and utilize common core standards to develop common assessments.

Person Responsible

Megan Todd

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

PLC Meeting Minutes, Common Assessment Data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson plans and PLC meeting minutes will be reviewed to determine implementation.

Person Responsible

Gina McNally

Schedule

Monthly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Lesson Plans and PLC Meeting Minutes on the IDrive.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

District Literacy Coach will discuss with administrative team

Person Responsible

Billy May


Schedule

Biweekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Meeting Minutes and increased scores on ELA common assessments.

G1.B4 New Reading Teachers 2

 B186602

G1.B4.S1 District Literacy Coach will provide co-teaching for three days of each on campus week. 4

 S198000

Strategy Rationale

Action Step 1 5

District Literacy Coach will co-teach with new and/or struggling teachers to provide support.

Person Responsible

Jennifer Rogers

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

District Literacy Coach calendar

G2. To improve student writing proficiency levels within all content levels utilizing student performance data as measured by tools such as Bay District Writing program assessments and rubrics in the area of Evidence and Elaboration. (Increase the proficiency score on Evidence and Elaboration second of Bay Writes by 10%). 1

G071589

G2.B1 All teachers are not familiar with the writing rubric and common core standards to inform instruction.

2

B186603

G2.B1.S1 Professional Development in Evidence Based Writing for all subjects. 4

S198001

Strategy Rationale

Teachers can not assist in writing development without knowledge of writing rubric.

Action Step 1 5

Professional Development in new writing rubric will occur after each BDS Writing Assessment before grading.

Person Responsible

Jennifer Rogers

Schedule

On 5/30/2016

Evidence of Completion

Professional Development Sign-in Sheets

Action Step 2 5

Writing will occur across all content areas.

Person Responsible

Gina McNally

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Department Heads will review lesson plans and PLC meeting minutes to insure writing is occurring quarterly for all subject areas.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observation of Instructional Literacy Coach Professional Development

Person Responsible

Kris Palfrey

Schedule

On 5/30/2016

Evidence of Completion

Professional Development Sign-in Sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data will be collected from District Writing Initiative and Lesson Plans

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Data from District Writing Initiative uploaded on I Drive.

G2.B1.S2 District Writing Initiative and subsequent Anchor Set Training. 4

S198002

Strategy Rationale

Students can only improve if given the chance to practice, learn to edit, and revise based on learning what is good writing.

Action Step 1 5

All ELA Teachers will meet in PLC to participate in Anchor Set Training and utilize a common Lesson Plan for Anchor Set Instruction with all students

Person Responsible

Amanda Stockdale

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Data from original writing and subsequent re-writes, and Lesson Plans on the I:Drive, FOCUS grades

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Group Grading of district writing assessments, feedback from District Writing Team, meeting minutes from PLC

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Professional Development Sign-In Sheets, Data findings from writing and anchor set training

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

All ELA teachers will collect data from district writing assessments and discussed during PLC Meetings

Person Responsible

Amanda Stockdale


Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Data from writing assessments uploaded onto I Drive, PLC meeting minutes

G2.B2 Lack of appropriate time for timed writing practices. 2

 B186604

G2.B2.S1 Adapt schedule to allow for 90 minutes class quarterly for writing assessment. 4

 S198003

Strategy Rationale

Students need time to read and complete writing assignments.

Action Step 1 5

Administration will produce a quarterly change in second period schedule to accommodate a longer writing period.

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Emails to teachers regarding schedule change, gmail calendar.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators will adjust bell schedule to allow for a 90 minute class and send IRIS alert reminding students, teachers, and parents that bell schedule is adjusted.

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Email to all teachers, IRIS alert notification, and gmail calendar

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data from writing assessment will be collected on each student and compiled for District Writing Team. Data will also be used as Formative Assessment by Language Arts Teachers

Person Responsible

Forrest Whitehurst

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

FOCUS grades, writing assessment data

G2.B2.S2 Focus on one category per writing assessment. 4

S198004

Strategy Rationale

Students can concentrate on improving and practicing one trait per writing assessment.

Action Step 1 5

All ELA Teachers will focus on one category per writing

Person Responsible

Forrest Whitehurst

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

English Department Chair and Administrators will monitor Lesson Plans uploaded on I Drive.

Person Responsible

Billy May

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Lesson Plans on I:Drive

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Review Data from BDS Writing Assessment to determine areas for improvement

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Data uploaded on I Drive from writing assessment, Professional Development PowerPoints with breakdown of data and areas for improvement

G3. To improve student Algebra I proficiency levels utilizing student performance data as measured by Measures of Academic Progress, Agile Minds testing, and common course assessments resulting in increased Algebra 1 EOC Pass Rate by 11% (from 44% to 55%). 1

G071590

G3.B1 Time for teachers to grade, collaborate, and learn how to implement the Common Core to inform instruction. 2

B186605

G3.B1.S1 Agile Minds coaches will provide Professional Development for teachers and Bay High School will provide release time. 4

S198005

Strategy Rationale

Action Step 1 5

All Agile Minds teachers will participate in coaching and attend professional development provided by the district.

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

TDY forms

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Math Department Chair, Agile Minds Teachers, and Administrators will review test scores with assistance from District Math Coach

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Agile Minds Coaches Reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Agile Minds assessments will be collected. Continuous improvements will signify successful implementation of program.

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Agile Minds assessment Google Doc will be used to collect data.

G3.B1.S2 Teachers will meet in Algebra PLC on a weekly basis to collaborate about implementation of Common Core, create common assessments, and review data to drive instruction. 4

S198006

Strategy Rationale

Action Step 1 5

Teachers will meet monthly in PLCs to discuss implementation of Common Core. They will discuss progress, problems, and particular student issues.

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Meeting minutes.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Data from testing will be discussed to determine if implementation of Common Core is being successful.

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

PLC meeting minutes, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Data from unit testing will be discussed to determine if implementation of Common Core is being successful.

Person Responsible

Kris Palfrey

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Lesson plans, data from year long study, and teacher reflection

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Teacher reflection statements will be collected and shared at PLC meetings.

Person Responsible

Kris Palfrey

Schedule

Semiannually, from 10/1/2014 to 5/1/2015

Evidence of Completion

Teacher reflection statements, Lesson Plans, PLC meeting minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Teachers will reflect on observation and note changes in Lesson Plans and IPDP

Person Responsible

Annie Cantwell

Schedule

Semiannually, from 10/1/2014 to 5/1/2015

Evidence of Completion

Teacher reflection statements and IPDPs.

G3.B2 New math teachers. 2

B186606

G3.B2.S1 District Math Coach will provide co-teaching three days during each week of on campus time.

4

S198008

Strategy Rationale

Action Step 1 5

District Math Coach will work with new and/or struggling teachers in their classrooms as a co-teacher to provide support.

Person Responsible

Melanie Malone

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Math Coach Schedule

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

During bi-weekly coaching debriefs, District Math Coach will report on teacher progress.

Person Responsible

Melanie Malone

Schedule

Monthly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Agile Minds formative and summative assessments will indicate an increase in test scores.

Person Responsible

Melanie Malone

Schedule

Monthly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Agile Mind Data from Google Doc

G3.B2.S2 New teachers will participate in Secondary Math Frameworks Training. 4

 S198009

Strategy Rationale

Action Step 1 5

Teacher will participate in district professional development in Secondary Math Frameworks Training

Person Responsible

Annie Cantwell

Schedule

On 5/30/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Teachers will turn in TDY forms and sign in during professional development

Person Responsible

Annie Cantwell

Schedule

On 5/30/2016

Evidence of Completion

TDY

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

District Math Coach will discuss implementation with new/struggling teachers who attend the Secondary Math Frameworks Training

Person Responsible

Melanie Malone

Schedule

On 5/30/2016

Evidence of Completion

TDY and meeting minutes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Science teachers will utilize a variety of engaging vocabulary strategies to reinforce connections at each level of comprehension based largely on CRISS and NGCAR-PD tactics. Science teachers will discuss common vocabulary assessment in PLC.	Wiggins, Pam	8/31/2015	Lesson Plans, FOCUS grades indicating category, PLC meeting minutes	5/30/2016 quarterly
G1.B2.S1.A1	All ELA teachers will participate in PLCs to analyze document based questions and adjust instruction and assessment as necessary according to student data.	Todd, Megan	8/31/2015	Lesson plans with accompanying teacher reflections, PLC meeting minutes	5/30/2016 biweekly
G1.B2.S2.A1	Create PLCs for implementation for CLOSE reading process for all content areas	Todd, Megan	9/1/2014	Lesson Plans, PD Sign in Sheets	5/1/2015 semiannually
G1.B3.S1.A1	Review and utilize common core standards to develop common assessments.	Todd, Megan	8/31/2015	PLC Meeting Minutes, Common Assessment Data	5/30/2016 biweekly
G1.B4.S1.A1	District Literacy Coach will co-teach with new and/or struggling teachers to provide support.	Rogers, Jennifer	8/31/2015	District Literacy Coach calendar	5/30/2016 biweekly
G2.B1.S1.A1	Professional Development in new writing rubric will occur after each BDS Writing Assessment before grading.	Rogers, Jennifer	8/31/2015	Professional Development Sign-in Sheets	5/30/2016 one-time
G2.B1.S2.A1	All ELA Teachers will meet in PLC to participate in Anchor Set Training and utilize a common Lesson Plan for Anchor Set Instruction with all students	Stockdale, Amanda	9/1/2014	Data from original writing and subsequent re-writes, and Lesson Plans on the I:Drive, FOCUS grades	5/1/2015 quarterly
G2.B2.S1.A1	Administration will produce a quarterly change in second period schedule to accommodate a longer writing period.	Palfrey, Kris	8/31/2015	Emails to teachers regarding schedule change, gmail calendar.	5/30/2016 quarterly
G2.B2.S2.A1	All ELA Teachers will focus on one category per writing	Whitehurst, Forrest	8/31/2015	Lesson Plans	5/30/2016 quarterly
G3.B1.S1.A1	All Agile Minds teachers will participate in coaching and attend professional development provided by the district.	Palfrey, Kris	8/31/2015	TDY forms	5/30/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1	Teachers will meet monthly in PLCs to discuss implementation of Common Core. They will discuss progress, problems, and particular student issues.	Palfrey, Kris	9/1/2014	Meeting minutes.	5/1/2015 quarterly
G3.B2.S1.A1	District Math Coach will work with new and/or struggling teachers in their classrooms as a co-teacher to provide support.	Malone, Melanie	8/31/2015	Math Coach Schedule	5/30/2016 biweekly
G3.B2.S2.A1	Teacher will participate in district professional development in Secondary Math Frameworks Training	Cantwell, Annie	8/31/2015		5/30/2016 one-time
G1.B1.S1.A2	ELA teachers will utilize a variety of engaging vocabulary strategies to reinforce connections at each level of comprehension. Teachers will incorporate journal responses into daily assignments and discuss common vocabulary assessment in PLCs.	Todd, Megan	8/31/2015	Lesson Plans, FOCUS grades indicating category, and PLC meeting minutes	5/30/2016 quarterly
G2.B1.S1.A2	Writing will occur across all content areas.	McNally, Gina	8/31/2015	Department Heads will review lesson plans and PLC meeting minutes to insure writing is occurring quarterly for all subject areas.	5/30/2016 quarterly
G1.B1.S1.A3	Social Studies teachers will use CRISS strategies to introduce vocabulary in helping students engage with complex text. Social Studies teachers will discuss common vocabulary assessment in PLCs.	Fowler, Cindy	8/31/2015	Lesson Plans, FOCUS grades indicating category, and PLC meeting minutes	5/30/2016 quarterly
G1.MA1	Measures of Academic Progress, common formative and summative assessments	May, Billy	8/31/2015	Measures of Academic Progress, FOCUS grades	5/30/2016 semiannually
G1.B1.S1.MA1	Quarterly data will be shared in Bay Leadership Meetings and with each of the departments.	May, Billy	8/31/2015	Common assessment data	5/30/2016 quarterly
G1.B1.S1.MA1	Bay Leadership Team will meet to discuss implementation.	May, Billy	8/31/2015	Minutes of meeting, teacher lesson plans on I:Drive	5/30/2016 quarterly
G1.B2.S1.MA1	All ELA teachers will collect data from common assessments to inform instruction	Todd, Megan	8/31/2015	PLC Meeting Minutes	5/30/2016 monthly
G1.B2.S1.MA1	ELA teachers will meet weekly in PLCs discuss data and implementation.	McNally, Gina	8/31/2015	PLC meeting minutes	5/30/2016 weekly
G1.B3.S1.MA1	District Literacy Coach will discuss with administrative team	May, Billy	8/31/2015	Meeting Minutes and increased scores on ELA common assessments.	5/30/2016 biweekly
G1.B3.S1.MA1	Lesson plans and PLC meeting minutes will be reviewed to determine implementation.	McNally, Gina	8/31/2015	Lesson Plans and PLC Meeting Minutes on the I:Drive.	5/30/2016 monthly
G1.B2.S2.MA1	All content area teachers will collaborate and participate in PLCs to determine effectiveness	May, Billy	9/1/2014	Lesson Plan, DEA Data, and PLC meeting minutes	5/1/2015 semiannually
G1.B2.S2.MA1	All content teachers will meet in monthly PLCs to discuss implementation.	May, Billy	9/1/2014	Lesson Plans, PLC meeting minutes	5/1/2015 semiannually
G2.MA1	Data from District Writing Initiative, collection of common errors as noted by graders	Palfrey, Kris	9/1/2014	A data spreadsheet tracking assessment and common errors in writing from the BDS Writing Assessments will be collected and shared with teachers and administrators	5/1/2015 quarterly
G2.B1.S1.MA1	Data will be collected from District Writing Initiative and Lesson Plans	Palfrey, Kris	8/31/2015	Data from District Writing Initiative uploaded on I Drive.	5/30/2016 quarterly
G2.B1.S1.MA1	Observation of Instructional Literacy Coach Professional Development	Palfrey, Kris	8/31/2015	Professional Development Sign-in Sheets	5/30/2016 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Data from writing assessment will be collected on each student and compiled for District Writing Team. Data will also be used as Formative Assessment by Language Arts Teachers	Whitehurst, Forrest	8/31/2015	FOCUS grades, writing assessment data	5/30/2016 quarterly
G2.B2.S1.MA1	Administrators will adjust bell schedule to allow for a 90 minute class and send IRIS alert reminding students, teachers, and parents that bell schedule is adjusted.	Palfrey, Kris	8/31/2015	Email to all teachers, IRIS alert notification, and gmail calendar	5/30/2016 quarterly
G2.B1.S2.MA1	All ELA teachers will collect data from district writing assessments and discussed during PLC Meetings	Stockdale, Amanda	9/1/2014	Data from writing assessments uploaded onto I Drive, PLC meeting minutes	5/1/2015 quarterly
G2.B1.S2.MA1	Group Grading of district writing assessments, feedback from District Writing Team, meeting minutes from PLC	Palfrey, Kris	9/1/2014	Professional Development Sign-In Sheets, Data findings from writing and anchor set training	5/1/2015 quarterly
G2.B2.S2.MA1	Review Data from BDS Writing Assessment to determine areas for improvement	Palfrey, Kris	9/1/2014	Data uploaded on I Drive from writing assessment, Professional Development PowerPoints with breakdown of data and areas for improvement	5/1/2015 quarterly
G2.B2.S2.MA1	English Department Chair and Administrators will monitor Lesson Plans uploaded on I Drive.	May, Billy	8/31/2015	Lesson Plans on I:Drive	5/30/2016 quarterly
G3.MA1	Increased scores on PRM tools, increased scores on Agile Minds unit tests, reduced D's and F's	May, Billy	8/31/2015	Data on Google Docs	5/30/2016 quarterly
G3.B1.S1.MA1	Agile Minds assessments will be collected. Continuous improvements will signify successful implementation of program.	Palfrey, Kris	8/31/2015	Agile Minds assessment Google Doc will be used to collect data.	5/30/2016 quarterly
G3.B1.S1.MA1	Math Department Chair, Agile Minds Teachers, and Administrators will review test scores with assistance from District Math Coach	Palfrey, Kris	8/31/2015	Agile Minds Coaches Reports	5/30/2016 quarterly
G3.B2.S1.MA1	Agile Minds formative and summative assessments will indicate an increase in test scores.	Malone, Melanie	8/31/2015	Agile Mind Data from Google Doc	5/30/2016 monthly
G3.B2.S1.MA1	During bi-weekly coaching debriefs, District Math Coach will report on teacher progress.	Malone, Melanie	8/31/2015	Meeting minutes	5/30/2016 monthly
G3.B1.S2.MA1	Data from unit testing will be discussed to determine if implementation of Common Core is being successful.	Palfrey, Kris	9/1/2014	Lesson plans, data from year long study, and teacher reflection	5/1/2015 quarterly
G3.B1.S2.MA1	Data from testing will be discussed to determine if implementation of Common Core is being successful.	Palfrey, Kris	9/1/2014	PLC meeting minutes, Lesson Plans	5/1/2015 quarterly
G3.B2.S2.MA1	District Math Coach will discuss implementation with new/struggling teachers who attend the Secondary Math Frameworks Training	Malone, Melanie	8/31/2015	TDY and meeting minutes	5/30/2016 one-time
G3.B2.S2.MA1	Teachers will turn in TDY forms and sign in during professional development	Cantwell, Annie	8/31/2015	TDY	5/30/2016 one-time
G3.B1.S3.MA1	Teachers will reflect on observation and note changes in Lesson Plans and IPDP	Cantwell, Annie	10/1/2014	Teacher reflection statements and IPDPs.	5/1/2015 semiannually
G3.B1.S3.MA1	Teacher reflection statements will be collected and shared at PLC meetings.	Palfrey, Kris	10/1/2014	Teacher reflection statements, Lesson Plans, PLC meeting minutes	5/1/2015 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To improve student reading proficiency levels by 10% utilizing student performance data as measured by assessment tools such as Measures of Academic Progress (MAP) (21 points), common assessments (reduce number of D/F by 5%), and standardized tests.

G1.B1 Low reading comprehension due to poor vocabulary skills and lack familiarity of content vocabulary based on student data.

G1.B1.S1 Increase base vocabulary skills in all content areas by implementing a variety of activities in all content areas designed to increase vocabulary, and therefore, comprehension.

PD Opportunity 1

Science teachers will utilize a variety of engaging vocabulary strategies to reinforce connections at each level of comprehension based largely on CRISS and NGCAR-PD tactics. Science teachers will discuss common vocabulary assessment in PLC.

Facilitator

Instructional Science Coach, Instructional Literacy Coach

Participants

All Science Teachers

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

PD Opportunity 2

ELA teachers will utilize a variety of engaging vocabulary strategies to reinforce connections at each level of comprehension. Teachers will incorporate journal responses into daily assignments and discuss common vocabulary assessment in PLCs.

Facilitator

Instructional Literacy Coach

Participants

All ELA Teachers

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

PD Opportunity 3

Social Studies teachers will use CRISS strategies to introduce vocabulary in helping students engage with complex text. Social Studies teachers will discuss common vocabulary assessment in PLCs.

Facilitator

Instructional Social Studies Coach, Instructional Literacy Coach

Participants

All Social Studies Teachers

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

G1.B2 Implementing reading strategies for informational based texts and related activities based on student data.

G1.B2.S1 Implement data driven instructional strategies for comprehension of informational based texts.

PD Opportunity 1

All ELA teachers will participate in PLCs to analyze document based questions and adjust instruction and assessment as necessary according to student data.

Facilitator

District Literacy Coach, Megan Todd

Participants

All members of ELA PLCs.

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

G1.B2.S2 Professional Development for all content and reading teachers on response to informational texts and engaging with complex texts.

PD Opportunity 1

Create PLCs for implementation for CLOSE reading process for all content areas

Facilitator

CRISS Trainer

Participants

All content area teachers

Schedule

Semiannually, from 9/1/2014 to 5/1/2015

G2. To improve student writing proficiency levels within all content levels utilizing student performance data as measured by tools such as Bay District Writing program assessments and rubrics in the area of Evidence and Elaboration. (Increase the proficiency score on Evidence and Elaboration second of Bay Writes by 10%).

G2.B1 All teachers are not familiar with the writing rubric and common core standards to inform instruction.

G2.B1.S1 Professional Development in Evidence Based Writing for all subjects.

PD Opportunity 1

Professional Development in new writing rubric will occur after each BDS Writing Assessment before grading.

Facilitator

Instructional Literacy Coach

Participants

All teachers and administrators

Schedule

On 5/30/2016

G2.B1.S2 District Writing Initiative and subsequent Anchor Set Training.

PD Opportunity 1

All ELA Teachers will meet in PLC to participate in Anchor Set Training and utilize a common Lesson Plan for Anchor Set Instruction with all students

Facilitator

English Department Chair and District Writing Coach

Participants

All ELA Teachers

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

G3. To improve student Algebra I proficiency levels utilizing student performance data as measured by Measures of Academic Progress, Agile Minds testing, and common course assessments resulting in increased Algebra 1 EOC Pass Rate by 11% (from 44% to 55%).

G3.B1 Time for teachers to grade, collaborate, and learn how to implement the Common Core to inform instruction.

G3.B1.S1 Agile Minds coaches will provide Professional Development for teachers and Bay High School will provide release time.

PD Opportunity 1

All Agile Minds teachers will participate in coaching and attend professional development provided by the district.

Facilitator

Agile Minds Coaches/District Math Coach

Participants

Brown, Brown, Thorpe, Lang

Schedule

Quarterly, from 8/31/2015 to 5/30/2016

G3.B1.S2 Teachers will meet in Algebra PLC on a weekly basis to collaborate about implementation of Common Core, create common assessments, and review data to drive instruction.

PD Opportunity 1

Teachers will meet monthly in PLCs to discuss implementation of Common Core. They will discuss progress, problems, and particular student issues.

Facilitator

District Math coach and Lead Math Teachers

Participants

Math teachers and Mathematics Administrator

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

G3.B2 New math teachers.

G3.B2.S1 District Math Coach will provide co-teaching three days during each week of on campus time.

PD Opportunity 1

District Math Coach will work with new and/or struggling teachers in their classrooms as a co-teacher to provide support.

Facilitator

Math Coach

Participants

Thorpe, Lang

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

G3.B2.S2 New teachers will participate in Secondary Math Frameworks Training.

PD Opportunity 1

Teacher will participate in district professional development in Secondary Math Frameworks Training

Facilitator

District Math Team

Participants

Thorpe, Lang

Schedule

On 5/30/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To improve student reading proficiency levels by 10% utilizing student performance data as measured by assessment tools such as Measures of Academic Progress (MAP) (21 points), common assessments (reduce number of D/F by 5%), and standardized tests.

G1.B3 Implementation of Common Core and understanding of FSA standards and changes

G1.B3.S1 Work together in PLC with District Literacy Coach to create lessons and common assessments to address all common core standards.

PD Opportunity 1

Review and utilize common core standards to develop common assessments.

Facilitator

Ryan Anderson

Participants

All ELA Teachers

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Science teachers will utilize a variety of engaging vocabulary strategies to reinforce connections at each level of comprehension based largely on CRISS and NGCAR-PD tactics. Science teachers will discuss common vocabulary assessment in PLC.				\$0.00
2	G1.B1.S1.A2	ELA teachers will utilize a variety of engaging vocabulary strategies to reinforce connections at each level of comprehension. Teachers will incorporate journal responses into daily assignments and discuss common vocabulary assessment in PLCs.				\$0.00
3	G1.B1.S1.A3	Social Studies teachers will use CRISS strategies to introduce vocabulary in helping students engage with complex text. Social Studies teachers will discuss common vocabulary assessment in PLCs.				\$1,120.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$1,120.00
				Notes: Money will be used to purchase CRISS book entitled <i>Engaging with Complex Text</i> for all teachers.		

Budget Data			
4	G1.B2.S1.A1	All ELA teachers will participate in PLCs to analyze document based questions and adjust instruction and assessment as necessary according to student data.	\$0.00
5	G1.B2.S2.A1	Create PLCs for implementation for CLOSE reading process for all content areas	\$0.00
6	G1.B3.S1.A1	Review and utilize common core standards to develop common assessments.	\$0.00
7	G1.B4.S1.A1	District Literacy Coach will co-teach with new and/or struggling teachers to provide support.	\$0.00
8	G2.B1.S1.A1	Professional Development in new writing rubric will occur after each BDS Writing Assessment before grading.	\$0.00
9	G2.B1.S1.A2	Writing will occur across all content areas.	\$0.00
10	G2.B1.S2.A1	All ELA Teachers will meet in PLC to participate in Anchor Set Training and utilize a common Lesson Plan for Anchor Set Instruction with all students	\$0.00
11	G2.B2.S1.A1	Administration will produce a quarterly change in second period schedule to accommodate a longer writing period.	\$0.00
12	G2.B2.S2.A1	All ELA Teachers will focus on one category per writing	\$0.00
13	G3.B1.S1.A1	All Agile Minds teachers will participate in coaching and attend professional development provided by the district.	\$0.00
14	G3.B1.S2.A1	Teachers will meet monthly in PLCs to discuss implementation of Common Core. They will discuss progress, problems, and particular student issues.	\$0.00
15	G3.B2.S1.A1	District Math Coach will work with new and/or struggling teachers in their classrooms as a co-teacher to provide support.	\$0.00
16	G3.B2.S2.A1	Teacher will participate in district professional development in Secondary Math Frameworks Training	\$0.00
Total:			\$1,120.00