

Bay District Schools

Bay High School



2016-17 Schoolwide Improvement Plan

Bay High School

1200 HARRISON AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	B	

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Bay High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 EL Newcomer 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.

b. 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.

c. 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".

Additionally, if warranted, administrators adhere to the Bay District Schools Discipline Matrix to determine consequences for students unable to participate in their educational process in a positive manner.

d. 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 Military Liason Counselor, 1 Gulf Coast State College liaison counselor, and maintains a longstanding relationship with 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. Additionally, the GCSC Trio Program provides support for our low socio-economic students to ensure these students have the same opportunities for post-secondary education as our other students.

3. Early Warning Systems

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

a. 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, Tammy Dinan,

and Emily Messer, ESE Coordinator Laurie Krebs, School Speech and Language Pathologists Kellie Woosley and Cynthia 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.

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

1. 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	74	71	47	140	332
One or more suspensions	0	0	0	0	0	0	0	0	0	48	32	16	13	109
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	34	68	47	44	193
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	107	97	70	3	277
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	68	75	43	37	223

c. 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. Gina McNally. At this point, Mrs. McNally 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 appropriately 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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 and on-line calendar, IRIS alerts, a quarterly newsletter, Bay High School Facebook page, Bay High School's Twitter account, and Remind101 for seniors.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
May, Billy	Principal
Palfrey, Kris	Assistant Principal
Fowler, Cindy	Teacher, K-12
Wiggins, Pam	Teacher, K-12
Bullock, Brian	Assistant Principal
Krebs, Laurie	Teacher, ESE
Efstathiou, Nick	Teacher, K-12
Rutherford, Jan	Teacher, K-12
Hansen, Jill	Teacher, K-12
Marshall, John	Psychologist
Rogers, Jennifer	Instructional Coach
McNally, Gina	
Shanklin, Stacey	Teacher, Career/Technical

b. Duties

1. 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.

Jennifer Jennings, Instructional Specialist for Graduation Pathways: 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), Leanne Laird (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.

Laurie 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.

Carol Flowers, 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Billy May	Principal
Frances Gordon	Parent
Marion Harrington	Education Support Employee
Kris Palfrey	Teacher
Janet Rutherford	Teacher
Kim Whitfield	Parent
Megan Todd	Teacher
Kay Svitenko	Teacher
Daisy Crider	Parent
Christopher Moore	Parent
Canton Young	Student
Glenn Manley	Business/Community

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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
McNally, Gina	Dean

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Literacy Coach will host 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, and Instructional Shifts. She will also complete coaching cycles with all new teachers and those new to English classes.

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

The Media Specialist will host a Dr. Seuss Day. Students from the reading classes will visit our feeder elementary schools to read Dr. Seuss books to children.

Our Special Diploma students are served in the media center with a monthly reading and activity session.

D. Public and Collaborative Teaching

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

1. 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. PLC's will meet across content-areas and collaborate together in creating learning strategies in order to assist students in reaching learning goals. 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.

2. 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.

The Principal participates in Bay District Schools Recruitment Fairs.

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.

3. 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

Mercedes Lopanec - Mentee

Jenna Townsend- Mentee

Ms. Lopanec and Ms. Townsend are 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 during a coaching cycle.. 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.

Leanne Laird- Math Department Chair - Mentor

Carol Flowers - Instructional Math Coach - Mentor

Lauren Bachuss - Mentee

Randall Faulkner - Mentee

Rebecca Brown - Mentee

Miss Bachuss is a first year math teacher. Mr. Faulkner and Mrs. Brown are experienced math teacher.

Mrs. Laird's students have shown improvement in mathematics as reflected by the Geometry EOC scores. Mrs. Flowers 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 during a coaching cycle. Mrs. Flowers 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 third 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
Sean Kerrigan - Mentee

Mr. Kerrigan 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 will continue to take advantage of the District Specialist Shirley Baker 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 curriculum guides to insure each course is aligned to Florida's standards.

Bay High School is part of the NMSI Initiative which is providing Advanced Placement offerings to students not traditionally served by higher level courses. The program provides additional professional development for teachers to ensure the standards of the Advanced Placement curriculum are being met.

Teacher are following BDS new Grading Practices (APP) which helps insure that students are being taught the new standards and graded on those.

The Bay High School CTE (Adobe and Microsoft) classes are utilizing Geometrics Testing to insure students are following the curriculum.

b. Instructional Strategies

1. 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.

2. 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, mcnalgl@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

Additionally, a Transition Fair is offered in the fall to our students with IEPs and/or 504s in the Bay Cafe.

b. College and Career Readiness

1. 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. A new course is offered through our GCSC Navigator on Campus for College Readiness. This course targets students who are the first generation of their families to attend college.

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

2. 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.

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

A CTE program in its third 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 CTE program in its second year is 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).

4. 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. 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 2017 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 scores on text citation on the second of Bay High School 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G084904

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Targeted Barriers to Achieving the Goal 3

- Implementing reading strategies for informational based texts and related activities based on student data.
- Implementation of Common Core and understanding of FSA standards and instructional shifts
- New Reading Teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Measures of Academic Progress, common formative and summative assessments

Person Responsible

Billy May

Schedule

Semiannually, from 9/30/2016 to 5/31/2017

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 scores on text citation on the second of Bay High School Writes by 10%). 1a

G084905

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	75.0

Targeted Barriers to Achieving the Goal 3

- Students are not trained in citing evidence from multiple sources of documentation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Writing Coach, Instructional Literacy Coach, Rubrics, Standards
- Document Based Writing prompts from Social Studies.
-

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

G084906

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	55.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Agile Minds program purchased by Bay District Schools to include professional development for teachers
- PLC for Algebra 1
- Instructional Math Coach
- New textbooks with common core curriculum

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 9/30/2016 to 5/31/2017

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**

 G084904

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

 B225804

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

4

 S238188

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 9/30/2016 to 5/31/2017

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 9/30/2016 to 5/31/2017

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 9/30/2016 to 5/31/2017

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

S238189

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 instructional shifts **2**

 B225805

G1.B3.S1 Work together in PLC with District Literacy Coach to create lessons and common assessments to address common code standards utilizing Instructional Shifts in ELA. **4**

 S238190

Strategy Rationale

Attention to instructional shifts will help teachers frame lessons that target the standards.

Action Step 1 **5**

Review and utilize common core standards to develop common assessments incorporating ELA Instructional Shifts.

Person Responsible

Gina McNally

Schedule

Monthly, from 9/30/2016 to 5/31/2017

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 9/30/2016 to 5/31/2017

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 9/30/2016 to 5/31/2017

Evidence of Completion

Meeting Minutes and increased scores on ELA common assessments.

G1.B4 New Reading Teachers 2

B225806

G1.B4.S1 District Literacy Coach will provide co-teaching every other week for new reading teachers. 4

S238191

Strategy Rationale

New reading teachers need instruction on the secondary reading frameworks.

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 9/30/2016 to 5/31/2017

Evidence of Completion

District Literacy Coach calendar

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Bi-weekly report from Literacy Coach

Person Responsible

Billy May

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Bi-weekly report from Literacy Coach

Person Responsible

Billy May

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Bi-weekly report from Literacy Coach

Person Responsible

Billy May

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Bi-weekly report from Literacy Coach

Person Responsible

Billy May

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Bi-weekly report from Literacy Coach

Person Responsible

Billy May

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Bi-weekly report from Literacy Coach

Person Responsible

Billy May

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Bi-weekly report from Literacy Coach

Person Responsible

Billy May

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting

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 scores on text citation on the second of Bay High School Writes by 10%). 1

G084905

G2.B3 Students are not trained in citing evidence from multiple sources of documentation. 2

B225809

G2.B3.S1 Students will be trained in writing document based essays to improve their Evidence and Elaboration scores. Students will write to social studies document based prompts. Each grade level will write to social studies standards they have studied. 4

S238196

Strategy Rationale

Data from prior year indicates that Evidence and Elaboration is the lowest area. In order to increase scores, students need to be trained to find evidence in a variety of types of documents to support a claim. By utilizing documents from topics previously studied, students will have background knowledge to incorporate into their writing.

Action Step 1 5

Review and utilize writing rubric with particular attention to Evidence and Elaboration and incorporating ELA Instructional Shifts

Person Responsible

Jennifer Rogers

Schedule

Triannually, from 9/30/2016 to 3/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Data will be collected, sorted, and analyzed in PLCs.

Person Responsible

Stacey Shanklin

Schedule

Triannually, from 9/30/2016 to 3/31/2017

Evidence of Completion

Scored essays will be compiled by grade level/teacher and entered into a spreadsheet. Data will be tracked by teachers.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration Team will review data after each scoring to determine if teachers need professional development.

Person Responsible

Kris Palfrey

Schedule

Triannually, from 9/30/2016 to 5/31/2017

Evidence of Completion

Scoring Spreadsheet, Literacy Coach Schedule, Professional Development Calendar

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

G084906

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

B225810

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

S238198

Strategy Rationale

By meeting and collaborating on implementation of instructional math shifts and Common Core Standards, then analyzing the data, they will be able to drive their instruction more effectively.

Action Step 1 5

Teachers will meet weekly in PLCs to discuss implementation of Common Core standards and Instructional Shifts in Math. They will discuss progress, problems, and particular student issues.

Person Responsible

Billy May

Schedule

Quarterly, from 10/30/2016 to 5/31/2017

Evidence of Completion

PLC 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 Standards and Instructional Math Shifts are successful.

Person Responsible

Billy May

Schedule

Monthly, from 9/30/2016 to 5/31/2017

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

Billy May

Schedule

Quarterly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson plans, Measures of Academic Progress results, and Agile Minds progress monitoring tests

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M314763	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
G1.B2.S2.MA1 M314741	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 M314742	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
G1.B2.S2.A1 A308216	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
G2.B3.S1.MA1 M314762	Data will be collected, sorted, and analyzed in PLCs.	Shanklin, Stacey	9/30/2016	Scored essays will be compiled by grade level/teacher and entered into a spreadsheet. Data will be tracked by teachers.	3/31/2017 triannually
G2.B3.S1.A1 A308224	Review and utilize writing rubric with particular attention to Evidence and Elaboration and...	Rogers, Jennifer	9/30/2016		3/31/2017 triannually
G1.MA1 M314752	Measures of Academic Progress, common formative and summative assessments	May, Billy	9/30/2016	Measures of Academic Progress, FOCUS grades	5/31/2017 semiannually
G3.MA1 M314774	Increased scores on PRM tools, increased scores on Agile Minds unit tests, reduced D's and F's	May, Billy	9/30/2016	Data on Google Docs	5/31/2017 quarterly
G1.B2.S1.MA1 M314739	All ELA teachers will collect data from common assessments to inform instruction	Todd, Megan	9/30/2016	PLC Meeting Minutes	5/31/2017 monthly
G1.B2.S1.MA1 M314740	ELA teachers will meet weekly in PLCs discuss data and implementation.	McNally, Gina	9/30/2016	PLC meeting minutes	5/31/2017 weekly
G1.B2.S1.A1 A308215	All ELA teachers will participate in PLCs to analyze document based questions and adjust...	Todd, Megan	9/30/2016	Lesson plans with accompanying teacher reflections, PLC meeting minutes	5/31/2017 biweekly
G1.B3.S1.MA1 M314743	District Literacy Coach will discuss with administrative team	May, Billy	9/30/2016	Meeting Minutes and increased scores on ELA common assessments.	5/31/2017 biweekly
G1.B3.S1.MA1 M314744	Lesson plans and PLC meeting minutes will be reviewed to determine implementation.	McNally, Gina	9/30/2016	Lesson Plans and PLC Meeting Minutes on the IDrive.	5/31/2017 monthly
G1.B3.S1.A1 A308217	Review and utilize common core standards to develop common assessments incorporating ELA...	McNally, Gina	9/30/2016	PLC Meeting Minutes, Common Assessment Data	5/31/2017 monthly
G1.B4.S1.MA1 M314745	Bi-weekly report from Literacy Coach	May, Billy	9/30/2016	Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting	5/31/2017 biweekly
G1.B4.S1.MA1 M314746	Bi-weekly report from Literacy Coach	May, Billy	9/30/2016	Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting	5/31/2017 biweekly
G1.B4.S1.MA1 M314747	Bi-weekly report from Literacy Coach	May, Billy	9/30/2016	Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting	5/31/2017 biweekly
G1.B4.S1.MA1 M314748	Bi-weekly report from Literacy Coach	May, Billy	9/30/2016	Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting	5/31/2017 biweekly

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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
G1.B4.S1.MA1 M314749	Bi-weekly report from Literacy Coach	May, Billy	9/30/2016	Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting	5/31/2017 biweekly
G1.B4.S1.MA1 M314750	Bi-weekly report from Literacy Coach	May, Billy	9/30/2016	Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting	5/31/2017 biweekly
G1.B4.S1.MA1 M314751	Bi-weekly report from Literacy Coach	May, Billy	9/30/2016	Lesson Plans, Literacy Coach Calendar, Minutes from Administration Team Meeting	5/31/2017 biweekly
G1.B4.S1.A1 A308218	District Literacy Coach will co-teach with new and/or struggling teachers to provide support.	Rogers, Jennifer	9/30/2016	District Literacy Coach calendar	5/31/2017 biweekly
G2.B3.S1.MA1 M314761	Administration Team will review data after each scoring to determine if teachers need professional...	Palfrey, Kris	9/30/2016	Scoring Spreadsheet, Literacy Coach Schedule, Professional Development Calendar	5/31/2017 triannually
G3.B1.S2.MA1 M314766	Data from unit testing will be discussed to determine if implementation of Common Core is being...	May, Billy	9/30/2016	Lesson plans, Measures of Academic Progress results, and Agile Minds progress monitoring tests	5/31/2017 quarterly
G3.B1.S2.MA1 M314767	Data from testing will be discussed to determine if implementation of Common Core Standards and...	May, Billy	9/30/2016	PLC meeting minutes, Lesson Plans	5/31/2017 monthly
G3.B1.S2.A1 A308226	Teachers will meet weekly in PLCs to discuss implementation of Common Core standards and...	May, Billy	10/30/2016	PLC Meeting minutes.	5/31/2017 quarterly

V. 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.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 9/30/2016 to 5/31/2017

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

G1.B3 Implementation of Common Core and understanding of FSA standards and instructional shifts

G1.B3.S1 Work together in PLC with District Literacy Coach to create lessons and common assessments to address common code standards utilizing Instructional Shifts in ELA.

PD Opportunity 1

Review and utilize common core standards to develop common assessments incorporating ELA Instructional Shifts.

Facilitator

Jennifer Rogers

Participants

All Teachers

Schedule

Monthly, from 9/30/2016 to 5/31/2017

G1.B4 New Reading Teachers

G1.B4.S1 District Literacy Coach will provide co-teaching every other week for new reading teachers.

PD Opportunity 1

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

Facilitator

Jennifer Rogers, Linda Pitts

Participants

New Reading Teachers

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

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 scores on text citation on the second of Bay High School Writes by 10%).

G2.B3 Students are not trained in citing evidence from multiple sources of documentation.

G2.B3.S1 Students will be trained in writing document based essays to improve their Evidence and Elaboration scores. Students will write to social studies document based prompts. Each grade level will write to social studies standards they have studied.

PD Opportunity 1

Review and utilize writing rubric with particular attention to Evidence and Elaboration and incorporating ELA Instructional Shifts

Facilitator

Jennifer Rogers

Participants

All Social Studies and ELA Teachers

Schedule

Triannually, from 9/30/2016 to 3/31/2017

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 and instructional shifts.

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

PD Opportunity 1

Teachers will meet weekly in PLCs to discuss implementation of Common Core standards and Instructional Shifts in Math. They will discuss progress, problems, and particular student issues.

Facilitator

District Math Coach and Lead Math Teacher

Participants

Math teachers and Mathematics Administrator

Schedule

Quarterly, from 10/30/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	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
2	G1.B2.S2.A1	Create PLCs for implementation for CLOSE reading process for all content areas				\$0.00
3	G1.B3.S1.A1	Review and utilize common core standards to develop common assessments incorporating ELA Instructional Shifts.				\$0.00
4	G1.B4.S1.A1	District Literacy Coach will co-teach with new and/or struggling teachers to provide support.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1100	750-Other Personal Services	0061 - Bay High School	School Improvement Funds		\$1,000.00
			<i>Notes: Substitutes to allow new and/or struggling teachers to observe highly effective ELA teachers.</i>			
5	G2.B3.S1.A1	Review and utilize writing rubric with particular attention to Evidence and Elaboration and incorporating ELA Instructional Shifts				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1100	750-Other Personal Services	0061 - Bay High School	School Improvement Funds		\$1,000.00
			<i>Notes: Substitutes for scoring of writing.</i>			
6	G3.B1.S2.A1	Teachers will meet weekly in PLCs to discuss implementation of Common Core standards and Instructional Shifts in Math. They will discuss progress, problems, and particular student issues.				\$0.00
					Total:	\$2,000.00