2013-2014 SCHOOL IMPROVEMENT PLAN

Bay High School
1200 HARRISON AVE
Panama City, FL 32401
850-767-4600

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	58%

Alternative/ESE Center	Charter School	Minority Rate
No	No	42%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	A	B	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Bay High School

Principal
Billy May

School Advisory Council chair
Mrs.Gail Allen

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kris Palfrey	Assistant Principal
Jill Hansen	Teacher
Lisa Garrett	Teacher
Annie Cantwell	Teacher
Cindy Fowler	Teacher
Barbara Hicks	Reading Specialist
Laurie Krebs	Teacher
Jan Rutherford	Teacher
Angela Rice	Teacher

District-Level Information

District
Bay

Superintendent
Mr. William V Husfelt

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Mrs. Lisa Quirk, president; Mrs. Gail Allen, vice president; Mrs. Kris Palfrey, Secretary. Parents are invited to participate in the SAC during Orientation and Pre-School Newsletter. Parents self-nominate to be included on the SAC Parent Ballot for the Fall Open House. Parents are selected by an approval slate. Teachers and Educational Support Staff are invited to self-nominate during Pre-School Planning, by email, and on the Bay High School Website. Teachers and Educational Support Personnel are selected by an approval slate. Students are elected by their peers during the spring election cycle.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC participates in the following by providing volunteers: Pre-School Orientation, Fall Open House, Annual Book Fair, Homecoming Open House, Graduation and Project Graduation, and Teacher Appreciation Day.

Projected use of school improvement funds, including the amount allocated to each project

The district does not provide funds for the SAC so donations are collected for activities the SAC participates in during the school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

The Principal and the SAC chair contact by phone and personal visits, parent, teachers, and educational support staff who are minorities and/or of low socioeconomic status to participate in the SAC. Efforts to recruit minorities have been somewhat successful; efforts to recruit low socioeconomic member have been difficult.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
5

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Billy May		
Principal	Years as Administrator: 16	Years at Current School: 4

Credentials	BA - Elementary Education, Education, MS - Educational Leadership
Performance Record	2012 - 2013 Principal of Bay High School. Grade: Not Yet Determined Reading Mastery: 54%, Algebra 1 EOC Mastery: 45%, Writing Mastery: 52%, Biology 1 EOC Mastery: 61%, Geometry EOC: 59%, Lowest 25% Reading Gains: 62%, None of the subgroups made AYP. 2011 - 2012 Principal of Bay High School. Grade: B. Reading Mastery: 57%, Algebra 1 EOC Mastery: 61%, Writing Mastery: 80%, Biology 1 EOC Mastery: 48%. Lowest 25% Reading Gains: 55% None of the subgroups made AYP. 2010 - 2011 Principal of Bay High School. Grade: B. Reading Mastery: 49%, Math Mastery: 77%, Writing Master: 75%, Science Mastery: 48%, Learning Gains: Reading 45% and Math 73%. Lowest 25%: Reading 38% and Math 58%. AYP: 82%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math. 2009 - 2010 Principal of Cedar Grove Elementary School. Grade: C, Reading Mastery: 71%, Math Mastery: 70%, Writing Mastery: 75%, Science Mastery: 44%. Learning Gains: Reading 54% and Math 49%. Lowest 25%: Reading 66% and Math 50%. AYP: 74%. None of the AYP subgroups: Whites, Blacks, Economically Disadvantaged, and Students with Disabilities made AYP in Reading and Math.

Kris Palfrey		
Asst Principal	Years as Administrator: 4	Years at Current School: 17

Credentials	BA – English Literature, MS - Educational Leadership Certification: Art K - 12, Ed Leadership
Performance Record	2012 - 2013 Assistant Principal of Bay high School. Grade Not Yet Determined. Reading Mastery: 54%, Algebra 1 EOC Mastery: 45%, Writing Mastery: 52%, Biology 1 EOC Mastery: 61%, Geometry EOC: 59%, Lowest 25% Reading Gains: 62%, None of the subgroups made AYP. 2011 - 2012 Assistant Principal of Bay High School. Grade: B. Reading Mastery: 57%, Algebra 1 EOC Mastery: 61%, Writing Mastery: 80%, Biology 1 EOC Mastery: 48%. Lowest 25% Reading Gains: 55% 2010 - 2011 Assistant Principal of Bay High School. Grade: B. Reading Mastery: 49%, Math Mastery: 77%, Writing Master: 75%, Science Mastery: 48%, Learning Gains: Reading 45% and Math 73%. Lowest 25%: Reading 38% and Math 58%. AYP: 82%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math. 2009 - 2010 Assistant Principal for Guidance of Bay High School. Grade: Pending, Reading Mastery: 47%, Math Mastery: 79%, Science Mastery: 46%, Writing 73%. Learning Gains: Reading 45% and Math 76%. Lowest 25%: Reading 35% and Math 66%. AYP: 85%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math. 2008 - 2009 AICE Coordinator of Bay High School. Grade: D, Reading Mastery: 51%, Math Mastery: 75%, Science Mastery: 45%. AYP: 79%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math. 2007 - 2008 AICE Coordinator of Bay High School. Grade: B, Reading Mastery: 53%, Math Mastery: 79%, Science Mastery: 38%. AYP: 85%, Blacks and FRPL did not make AYP in Reading and Math. 2006 - 2007 AICE Coordinator of Bay High School. Grade: C, Reading Mastery: 52%, Math Mastery: 75%, Science Mastery: 48%. AYP: 85%, Blacks and FRPL did not make AYP in Reading and Math.

Brian Bullock		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	BS - Social Science Education, MS - Educational Leadership, Certifications: Social Science 6-12, Educational Leadership
Performance Record	2012 - 2013 Assistant Principal of Bay high School. Grade Not Yet Determined. Reading Mastery: 54%, Algebra 1 EOC Mastery: 45%, Writing Mastery: 52%, Biology 1 EOC Mastery: 61%, Geometry EOC: 59%, Lowest 25% Reading Gains: 62%, None of the subgroups made AYP. 2011 - 2012 Assistant Principal of Bay High School. Grade: B Reading Mastery: 57%, Algebra 1 EOC Mastery: 61%, Writing Mastery: 80%, Biology 1 EOC Mastery: 48%. Lowest 25% Reading Gains: 55% None of the subgroups made AYP. Prior to 2011 - 2012 Classroom Teacher Mowat Middle School

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

# of instructional coaches
3

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Barbara Hicks		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	BA, MS in Reading. Certifications: Elementary Education (1 - 6), Reading (K - 12)
Performance Record	Highly qualified to work with site-based faculty to build capacity with instructional and structural practices to facilitate school improvement. 2012 - 2013 Reading Coach. Grade: Not Determined Yet. Reading Mastery: 54%, Algebra 1 EOC Mastery: 45%, Writing Mastery: 52%, Biology 1 EOC Mastery: 61%, Geometry EOC: 59%, Lowest 25% Reading Gains: 62%, None of the subgroups made AYP. 2011 - 2012 Reading Coach. Grade: B. Reading Mastery: 57%, Algebra 1 EOC Mastery: 61%, Writing Mastery: 80%, Biology 1 EOC Mastery: 48%. Lowest 25% Reading Gains: 55% None of th4 subgroups made AYP. Prior to 2010 - 2011 Teacher at Mowat Middle School.

Margo Anderson		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2

Areas	Other
Credentials	B.A. English; MA Language and Literature Certification: 6-12 English, Reading Endorsement
Performance Record	Highly qualified to work with site-based faculty to build capacity with instructional and structural practices to facilitate school improvement.

Lisa Gibson		
Part-time / District-based	Years as Coach: 6	Years at Current School: 0

Areas	RtI/MTSS
Credentials	B.A. in English Literature Certification: MG Math 5-9, MG English 5-9, English 6-12, ESOL and Reading Endorsement
Performance Record	Highly qualified to work with site-based faculty to build capacity with instructional and structural practices to facilitate school improvement.

Classroom Teachers

# of classroom teachers
67

 # receiving effective rating or higher
64, 96%

 # Highly Qualified Teachers
100%

 # certified in-field
58, 87%

 # ESOL endorsed
8, 12%

 # reading endorsed
6, 9%

 # with advanced degrees
27, 40%

 # National Board Certified
7, 10%

 # first-year teachers
9, 13%

 # with 1-5 years of experience
9, 13%

 # with 6-14 years of experience
23, 34%

 # with 15 or more years of experience
26, 39%

Education Paraprofessionals

# of paraprofessionals
12

 # Highly Qualified
12, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

School-based strategies for recruiting and retaining highly qualified teachers include:
Regular data chats and guidance in completing Individual Professional Development Plans 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Barbara Hicks - Reading Coach - Mentor
Erika McCarthy - Mentee
Ann-Marie Logsdon - Mentee
Ms. McCarthy and Ms. Logsdon are first year intensive reading teachers. They are both working on their reading endorsement. Mrs. Hicks is an experienced reading coach with a Masters in Reading. Mrs. Hick's students have shown improvement in reading as reflected by the FCAT reading learning gains in the lowest 25%.
The mentor and mentees are meeting weekly in a professional learning communicty to discuss evidenced-based strategies for each domain. The reading coach will also pre- and post-conference with the mentees, model lessons using reading nad writing strategies, and provide feedback to improve intensive reading instruction. Mrs. Hicks is also providing support for the mentees as they complete their reading endorsement.
Pamela Wiggins - Science Department Chair - Mentor
David Lewis - Mentee
Mr. Lewis is a new 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 the DEA Physical Science tests.
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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Bay Leadership Team (May, Gibson, DeMoss, Garrett, Hansen, Fowler, Krebs, Dragoo, Hicks, Marshall, and Woosley) 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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: Maegan DeMoss (Reading), Lisa Garrett (Math), Jill Hanson (Science), Cindy Fowler (Social Studies, Laurie Krebs (ESE): 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.

Jane Dragoo, 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.

Barbara Hicks, Reading Coach: 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Representatives of the MTSS Leadership Team met with the School Advisory Council (SAC), Bay Leadership Team (BLT), and principal to help develop the SIP. The representatives provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); discussed the need for fidelity of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching

Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The representatives also discussed the role of Positive Behavior Support to assist in the implementation of MTSS for behavior.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academic Baseline data: Discovery Education Assessment (DEA), Florida Comprehensive Assessment Test (FCAT), End of Course Examinations (EOCs).
Social/Emotional/Behavioral Baseline data: Referral and suspension data from previous year, School-wide Information System (SWIS)data, and teacher nomination for students with chronic behavior problems.
Academic Mid-year data: Discovery Education Assessment (DEA), FCAT Simulation, and PSAT for 10th graders
Social/Emotional/Behavioral Mid-year data: SWIS data, and teacher nomination for students with chronic behavior problems.
Academic End of Year Data: DEA, FCAT
Social/Emotional/Behavioral End of Year Data: SWIS
Frequency of Data Analysis:
Tier 1: progress monitor 3 times per year
Tier 2: progress monitor 1 times a month
Tier 3: progress monitor weekly

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Scheduled meeting times of the MTTS Leadership Team are selected to provide access for all teachers. The Professional Development Lab has cork boards set aside for posting data on all students to provide a visual reference.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Billy May	Principal
Barbara Hicks	Literacy Coach
Kris Palfrey	Assistant Principal
Brian Bullock	Assistant Principal
Jan Rutherford	Librarian
Cynthia Fowler	Social Studies Teacher
Jill Hansen	Science Teacher
Blythe Carpenter	Administrative Assistant
Maegan DeMoss	Reading Teacher
Nathalie Hall	Reading Teacher

How the school-based LLT functions

The LLT for Bay High follows the Bay District Comprehensive Reading Plan. The team's purpose is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT will meet monthly and both the principal and coach will have the responsibility of determining agendas and facilitating the Literacy Leadership Team meetings. The principal will support the Literacy Leadership Team as they develop site based guidelines for literacy development. The principal and coach will be expected to meet together regularly to discuss reading data, plan agendas for LLT meetings, and based on the needs reflected in the data, develop an appropriate plan for professional development. Billy May, Principal, serves as chair with the Literacy Coach.

Major initiatives of the LLT

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. Reading 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 will do a book study of "Focus" that speaks to incorporating vocabulary as a reading strategy across all content areas.
Lesson study for the Reading and Science Departments will be a priority at Bay High School and the LLT will help lead this initiative by helping schedule substitutes in classrooms in order for teachers to plan and implement this initiative effectively.
Additionally, the LLT will encourage teachers to share with their students the books they are reading by posting this information on their doors.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Bay High School has made it a priority for teachers of all content areas to be responsible for teaching reading strategies in their area. Professional Development will be offered school-wide for CRISS training in order for all teachers to effectively implement strategies that will differentiate instruction for all students. Teachers will be strongly encouraged to have reading and writing as a part of their Individual Professional Development Plan (IPDP) for the 2013-2014 school year. Four times a year, teachers will have

students read and write in their homerooms to district provided prompts. These prompts will be graded by the homeroom teachers and then returned to the appropriate English teacher to edit and rewrite as appropriate. Training will be provided for content area teachers who desire assistance with these reading and writing strategies. Professional Development will also be provided on progress monitoring data from the Discovery Education Assessment three times a year. Florida Continuous Improvement Model (FCIM) calendars are in use at Bay High and will focus on the reading benchmarks that are measured on FCAT, regardless as to which content area they cover. Reading has been paired with English and teachers will follow the Secondary Reading Framework (SRF) as established in Bay District. Our belief is that reading is the responsibility of every teacher at Bay High School. Lesson Plans have been rewritten to contain reading strategies utilized by the teachers with reflection on the lesson as a part of the template.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school offers elective courses in art, culinary operations, technology, 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. 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. Teachers are also provided reading materials and "bell ringers" that are based on current events; American Government classes utilize current events in the study of government. 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school offers students elective courses in art, band, chorus, journalism, physical education, culinary operations, law enforcement, technology, 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 FCAT 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 students'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.

Strategies for improving student readiness for the public postsecondary level

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 postsecondary experience. Level 3 course offerings in math and science have been increased for school year 2013-2014 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 again when 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. 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 this school year. 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 with an increase in Industry Certification tests. Students were encouraged to participate in one of the Florida Bright Futures Scholarship programs. A College Fair to promote interest in colleges will be hosted in conjunction with the School Advisory Council 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 2014 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	54%	No	65%
American Indian				
Asian	61%	53%	No	64%
Black/African American	43%	33%	No	48%
Hispanic	48%	51%	Yes	54%
White	71%	65%	No	74%
English language learners	33%	14%	No	39%
Students with disabilities	39%	28%	No	45%
Economically disadvantaged	53%	43%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	175	22%	24%
Students scoring at or above Achievement Level 4	219	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	453	58%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	104	62%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		24%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		10%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	100	39%	37%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	225	53%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%		No	66%
American Indian				
Asian				
Black/African American	43%		No	48%
Hispanic	75%		No	78%
White	69%		No	72%
English language learners	63%		No	67%
Students with disabilities	36%		No	42%
Economically disadvantaged	53%		No	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	53%	55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		45%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	220	63%	67%
Students in lowest 25% making learning gains (EOC)	41	47%	51%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	101	43%	45%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	36%	38%
Students scoring at or above Achievement Level 4	20	9%	22%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	29%	31%
Students scoring at or above Achievement Level 4	104	30%	32%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		70%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	189	61%	63%
Students scoring at or above Achievement Level 4	85	27%	29%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1512		100
Participation in STEM-related experiences provided for students	1728	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	550	42%	47%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		90%	95%
Students taking one or more advanced placement exams for STEM-related courses	75	6%	10%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	760	58%	65%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	85	6%	10%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	37	3%	5%
Passing rate (%) for students who take CTE industry certification exams		90%	95%
CTE program concentrators	40	3%	5%
CTE teachers holding appropriate industry certifications	2	3%	4%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	184	14%	12%
Students in ninth grade with one or more absences within the first 20 days	51	0%	0%
Students in ninth grade who fail two or more courses in any subject	119	30%	28%
Students with grade point average less than 2.0	112	0%	0%
Students who fail to progress on-time to tenth grade	51	13%	11%
Students who receive two or more behavior referrals	254	20%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	90	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	91	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	171	76%	78%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	113	50%	52%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	169	75%	77%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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, and a quarterly newsletter.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Greater participation in School Advisory Council	20	.02%	.05%
Greater participation in booster clubs	450	35%	37%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. To improve student reading proficiency levels within all content areas utilizing student performance data as measured by assessment tools such as Discovery Education, individual course assessments, and standardized tests.

G2. To improve student writing proficiency levels within all content areas utilizing student performance data as measured by tools such as Bay District Writing program assessments, FCAT Rubric, and Six Traits Writing Rubric.

G3. To improve student Algebra I proficiency levels utilizing student performance data as measured by Discovery Education, Agile Minds testing, and individual course assessments.

Goals Detail

G1. To improve student reading proficiency levels within all content areas utilizing student performance data as measured by assessment tools such as Discovery Education, individual course assessments, and standardized tests.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Discovery Education Professional Development for teachers to recognize data trends.
- Kagan Professional Development for all reading teachers and others to implement strategies for student engagement across all content.
- Professional Development in CLOSE Reading Strategies for teachers.

Targeted Barriers to Achieving the Goal

- 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.

Plan to Monitor Progress Toward the Goal

DEA, Teacher formative and summative assessments

Person or Persons Responsible

All Department Heads and Bay Leadership Team

Target Dates or Schedule:

Every nine weeks

Evidence of Completion:

DEA, FOCUS grades

G2. To improve student writing proficiency levels within all content areas utilizing student performance data as measured by tools such as Bay District Writing program assessments, FCAT Rubric, and Six Traits Writing Rubric.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- CRISS Trainer, Literacy Coach, District Initiative in Writing, AICE Trained Teacher, District Writing Specialist

Targeted Barriers to Achieving the Goal

- Teachers are not familiar with the 6+ Traits of Writing Rubric nor FCAT2.0 Writing Rubric
- Lack of appropriate time for timed writing practices.

Plan to Monitor Progress Toward the Goal

Increased scores on District Writing Assessments

Person or Persons Responsible

Literacy Coach, District Writing Coach, Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data from District Writing Coach

G3. To improve student Algebra I proficiency levels utilizing student performance data as measured by Discovery Education, Agile Minds testing, and individual course assessments.

Targets Supported
- Algebra 1 EOC
- Geometry EOC
- STEM
- STEM - All Levels
- STEM - High School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- Agile Minds program purchased by Bay District Schools to include professional development.

Targeted Barriers to Achieving the Goal
- Time for teachers to grade, collaborate, and learn how to implement the new program.
- Supplies and equipment for all Agile Minds classrooms.

Plan to Monitor Progress Toward the Goal

Increased scores on PRM tools.

Person or Persons Responsible
Bay Leadership Team, Administrators, District Math Coach

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data from District Math Coach

Action Plan for Improvement

Problem Solving Key

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

G1. To improve student reading proficiency levels within all content areas utilizing student performance data as measured by assessment tools such as Discovery Education, individual course assessments, 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.

Action Step 1

The Science Department will utilize a variety of engaging vocabulary strategies to reinforce connections at each level of comprehension based largely on CRISS and NGCAR-PD tactics.

Person or Persons Responsible

All Science teachers

Target Dates or Schedule

Once per grading period

Evidence of Completion

Lesson Plans and FOCUS grades indicating category

Facilitator:

CRISS Trainer

Participants:

Select Science Teachers

Action Step 2

Math Department will purchase interactive word wall posters for classrooms. Teachers will use CRISS strategies to introduce vocabulary. Teachers will utilize Kagan strategies for vocabulary. Teachers will incorporate journal responses into daily assignments. Teachers will incorporate vocabulary assessment both formally and informally.

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Once per grading period

Evidence of Completion

Lesson Plans, FOCUS grades indicating category, and posters on wall

Facilitator:

Kagan Trainer, CRISS Trainer

Participants:

All Math Teachers

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

Bay Leadership Team will meet monthly to discuss implementation.

Person or Persons Responsible

Bay Leadership Team, All Department Heads

Target Dates or Schedule

Department Heads and Administration will monitor Lesson Plans on the IDrive monthly

Evidence of Completion

Minutes of meeting, check list of Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Vocabulary assessments will be collected to determine if there is an increase in vocabulary grades. Teacher will utilize DEA PRM vocabulary scores.

Person or Persons Responsible

Department Heads and Teachers

Target Dates or Schedule

Data will be collected at each 9 weeks and evaluated.

Evidence of Completion

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

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.

Action Step 1

All Language Arts teachers will analyze document based questions and adjust instruction and assessment as necessary according to student data.

Person or Persons Responsible

All Language Arts Teachers

Target Dates or Schedule

Year long project

Evidence of Completion

Lesson plans with accompanying teacher reflections

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

All Language Arts teachers will meet in monthly department meetings to discuss implementation.

Person or Persons Responsible

All Language Arts Teachers, LA Department Chair, Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Department Meeting Minutes

Plan to Monitor Effectiveness of G1.B2.S1

All Language Arts teachers will collect data from student responses to informational based text questions

Person or Persons Responsible

All Language Arts teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Minutes and Fidelity Check

G1.B2.S2 Lesson Study for all content and reading teachers on response to informational texts.

Action Step 1

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

Person or Persons Responsible

All teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, PD Sign in Sheets

Facilitator:

Literacy Coach and CRISS Trainer

Participants:

All content area teachers

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

All content teachers will meet in monthly department meetings to discuss implementation.

Person or Persons Responsible

All content teachers, Department Chairs, Literacy Coach, CRISS Trainer

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Literacy Coach Log

Plan to Monitor Effectiveness of G1.B2.S2

All content area teachers will collaborate and participate in Lesson Study as a department

Person or Persons Responsible

All content area teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plan, Literacy Coach Log, and department meeting minutes

G2. To improve student writing proficiency levels within all content areas utilizing student performance data as measured by tools such as Bay District Writing program assessments, FCAT Rubric, and Six Traits Writing Rubric.

G2.B1 Teachers are not familiar with the 6+ Traits of Writing Rubric nor FCAT2.0 Writing Rubric

G2.B1.S1 Professional Development in 6+ 1 Writing Training and Wholistic Rubric Professional Development in FCAT2.0 Writing Rubric

Action Step 1

Professional Development in 6+1 Writing and FCAT 2.0 rubrics

Person or Persons Responsible

All teachers, District Writing Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Professional Development Sign-in Sheets

Facilitator:

District Writing Specialist

Participants:

All teachers

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

Observation of District Staff Training Specialist Professional Development

Person or Persons Responsible

Literacy Coach, District Staff Training Specialist, and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting Minutes from Bay Leadership Team, Literacy Coach Log, District Staff Training Specialist

Plan to Monitor Effectiveness of G2.B1.S1

Data will be collected from District Writing Intiative and Anchor Set Training

Person or Persons Responsible

Literacy Coach, Administration, and Language Arts Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from Anchor Set Training and District Writing Initiative uploaded on I Drive.

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

Action Step 1

All Language Arts Teachers will meet to review Anchor Set Training and utilize a common Lesson Plan for Anchor Set Instruction with all students

Person or Persons Responsible

All Language Arts Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from original writing and subsequent re-writes, and Lesson Plans, FOCUS grades

Facilitator:

Literacy Coach, English Department Chair

Participants:

All Language Arts Teachers

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

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

Person or Persons Responsible

All Language Arts teachers and District Writing Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S2

All Language Arts teachers will collect data from district writing assessments

Person or Persons Responsible

All Language Arts teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from writing assessments uploaded onto I Drive

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

G2.B2.S1 Adapt schedule to allow for 60 minutes class quarterly for writing assessment.

Action Step 1

Quarterly change in second period schedule to accommodate a longer writing period.

Person or Persons Responsible

All teacher and adminstrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Emails to teachers regarding schedule change, gmail calendar.

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

Adjust bell schedule to allow for a 60 minute class.

Person or Persons Responsible

All teachers and administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Email to all teachers and gmail calendar

Plan to Monitor Effectiveness of G2.B2.S1

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 or Persons Responsible

All Language Arts Teachers and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

FOCUS grades, writing assessment data

G2.B2.S2 Focus on one trait per writing assessment.

Action Step 1

Science classes will incorporate Integrated Notebook Study and utilize technical writing assessments to address writing in the science content during class periods.

Person or Persons Responsible

All Science teachers

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Lesson Plans, FOCUS grade in specific category.

Action Step 2

All Language Arts Teachers will focus on an individual trait per writing

Person or Persons Responsible

All Language Teachers, Literacy Coach, District Staff Training Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Literacy Coach Log, District Staff Training Specialist Log

Facilitator:

District Staff Training Specialist

Participants:

All Teachers and Administrators

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

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

Person or Persons Responsible

English Department Chair and Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plan check list and Administrator Log

Plan to Monitor Effectiveness of G2.B2.S2

Look at Data from Quarterly Writing Assessment to determine improvement in areas of study.

Person or Persons Responsible

All Language Arts teachers, District Staff Training Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Data uploaded on I Drive from writing assessment, PD Sign-in Sheets

G3. To improve student Algebra I proficiency levels utilizing student performance data as measured by Discovery Education, Agile Minds testing, and individual course assessments.

G3.B1 Time for teachers to grade, collaborate, and learn how to implement the new program.

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

Action Step 1

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

Person or Persons Responsible

All Agile Minds teachers and Administrator for Mathematics

Target Dates or Schedule

Quarterly

Evidence of Completion

TDY forms

Facilitator:

Agile Minds Coaches

Participants:

Malone, Focke, Brown, Wray

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

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

Person or Persons Responsible

Math Department Chair, Administrator for Mathematics, District Math Instructional Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Agile Minds Coaches Reports

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

All Agile Minds teachers and District Math Instructional Specialist

Target Dates or Schedule

Data will be collected from every testing session.

Evidence of Completion

The District Agile Minds Google Doc will be used to collect data.

G3.B1.S2 Teachers will meet in a PLC on a monthly basis to collaborate about implementation of Agile Minds.

Action Step 1

Agile Mind teachers will meet monthly in PLC to discuss implementation of Agile Minds program. They will discuss progress, problems, and particular student issues.

Person or Persons Responsible

Agile Mind teachers and Administrator for Mathematics

Target Dates or Schedule

Monthly for year

Evidence of Completion

Meeting minutes.

Facilitator:

District Math coach

Participants:

Agile Minds teachers and Mathematics Administrator

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

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

Person or Persons Responsible

Agile Mind Teachers, Instructional Specialist Mathematics k-12

Target Dates or Schedule

Monthly for year

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of G3.B1.S2

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

Person or Persons Responsible

Agile Minds Teachers and District Math Specialist

Target Dates or Schedule

Monthly for year

Evidence of Completion

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

G3.B2 Supplies and equipment for all Agile Minds classrooms.

G3.B2.S1 Math Department will write grants for Bay Education Foundation for supplies and equipment.

Action Step 1

Math Department Chair will submit grant request to Bay Education Foundation for funding for classroom supplies and equipment to supplement hands-on learning in all Agile Minds classrooms.

Person or Persons Responsible

Math Department Chair

Target Dates or Schedule

NLT October 1, 2013

Evidence of Completion

Awarding of Grant and subsequent purchases.

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

Lesson Plans will indicate usage of purchased hands-on equipment for classroom use.

Person or Persons Responsible

Math Department Chair and Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Classroom Walkthrough evidence

Plan to Monitor Effectiveness of G3.B2.S1

Agile Minds formative and summative assessments will indicate an increase in test scores on activities that include hands-on materials.

Person or Persons Responsible

Agile Minds Teachers will collect data and indicate on Lesson Plan reflections

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plan Reflection Statements

G3.B2.S2 School will hire Ti professional development time for TiNavigator and Nspire updates.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 2

All math teachers will participate in professional development with Ti Instructor on Ti Navigator system and Ti Nspires

Person or Persons Responsible

All math teachers

Target Dates or Schedule

November 4, 2013

Evidence of Completion

Professional Development sign-in sheet

Facilitator:

Ti Instructor

Participants:

All math teachers

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

Teachers will utilize Ti Navigator and Nspires in classroom for testing and hands-on activities

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

On-going after November 4, 2013

Evidence of Completion

Lesson plan documentation and teacher reflection

Plan to Monitor Effectiveness of G3.B2.S2

Lesson Plans will be collected to show the usage of the hand-held calculators.

Person or Persons Responsible

All math teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plan check list

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Adult Education: Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Develop (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of master of competencies. Students who are not being successful academically and attendance-wise are advised to seek enrollment at Haney Technical Center to complete their GED.

Career and Technical Education: Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning, refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine

service technology; and medical administrative specialist. Students who are interested in programs provided by Haney Technical Center are encouraged to enroll on a part-time basis. Transportation is provided from Bay High School and the student's schedule is manipulated to provide this opportunity.

Career and Technical Education Programs at Bay High School work to prepare students in the fields of Culinary and Digital Design. Both programs provide industry certifications. These CTE Academies use of earned money for their program that are used to keep the programs current in terms of technology, resources and support of continued student achievement.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To improve student reading proficiency levels within all content areas utilizing student performance data as measured by assessment tools such as Discovery Education, individual course assessments, 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

The Science Department will utilize a variety of engaging vocabulary strategies to reinforce connections at each level of comprehension based largely on CRISS and NGCAR-PD tactics.

Facilitator

CRISS Trainer

Participants

Select Science Teachers

Target Dates or Schedule

Once per grading period

Evidence of Completion

Lesson Plans and FOCUS grades indicating category

PD Opportunity 2

Math Department will purchase interactive word wall posters for classrooms. Teachers will use CRISS strategies to introduce vocabulary. Teachers will utilize Kagan strategies for vocabulary. Teachers will incorporate journal responses into daily assignments. Teachers will incorporate vocabulary assessment both formally and informally.

Facilitator

Kagan Trainer, CRISS Trainer

Participants

All Math Teachers

Target Dates or Schedule

Once per grading period

Evidence of Completion

Lesson Plans, FOCUS grades indicating category, and posters on wall

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

G1.B2.S2 Lesson Study for all content and reading teachers on response to informational texts.

PD Opportunity 1

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

Facilitator

Literacy Coach and CRISS Trainer

Participants

All content area teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, PD Sign in Sheets

G2. To improve student writing proficiency levels within all content areas utilizing student performance data as measured by tools such as Bay District Writing program assessments, FCAT Rubric, and Six Traits Writing Rubric.

G2.B1 Teachers are not familiar with the 6+ Traits of Writing Rubric nor FCAT2.0 Writing Rubric

G2.B1.S1 Professional Development in 6+ 1 Writing Training and Wholistic Rubric Professional Development in FCAT2.0 Writing Rubric

PD Opportunity 1

Professional Development in 6+1 Writing and FCAT 2.0 rubrics

Facilitator

District Writing Specialist

Participants

All teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Professional Development Sign-in Sheets

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

PD Opportunity 1

All Language Arts Teachers will meet to review Anchor Set Training and utilize a common Lesson Plan for Anchor Set Instruction with all students

Facilitator

Literacy Coach, English Department Chair

Participants

All Language Arts Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from original writing and subsequent re-writes, and Lesson Plans, FOCUS grades

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

G2.B2.S2 Focus on one trait per writing assessment.

PD Opportunity 1

All Language Arts Teachers will focus on an individual trait per writing

Facilitator

District Staff Training Specialist

Participants

All Teachers and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Literacy Coach Log, District Staff Training Specialist Log

G3. To improve student Algebra I proficiency levels utilizing student performance data as measured by Discovery Education, Agile Minds testing, and individual course assessments.

G3.B1 Time for teachers to grade, collaborate, and learn how to implement the new program.

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

Participants

Malone, Focke, Brown, Wray

Target Dates or Schedule

Quarterly

Evidence of Completion

TDY forms

G3.B1.S2 Teachers will meet in a PLC on a monthly basis to collaborate about implementation of Agile Minds.

PD Opportunity 1

Agile Mind teachers will meet monthly in PLC to discuss implementation of Agile Minds program. They will discuss progress, problems, and particular student issues.

Facilitator

District Math coach

Participants

Agile Minds teachers and Mathematics Administrator

Target Dates or Schedule

Monthly for year

Evidence of Completion

Meeting minutes.

G3.B2 Supplies and equipment for all Agile Minds classrooms.

G3.B2.S2 School will hire Ti professional development time for TiNavigator and Nspire updates.

PD Opportunity 1

All math teachers will participate in professional development with Ti Instructor on Ti Navigator system and Ti Nspires

Facilitator

Ti Instructor

Participants

All math teachers

Target Dates or Schedule

November 4, 2013

Evidence of Completion

Professional Development sign-in sheet

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	To improve student Algebra I proficiency levels utilizing student performance data as measured by Discovery Education, Agile Minds testing, and individual course assessments.	$2,490
	Total	$2,490

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
Bay Education Grant	$500	$0	$500
School Budget	$0	$1,990	$1,990
Total	$500	$1,990	$2,490

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G3. To improve student Algebra I proficiency levels utilizing student performance data as measured by Discovery Education, Agile Minds testing, and individual course assessments.

G3.B2 Supplies and equipment for all Agile Minds classrooms.

G3.B2.S1 Math Department will write grants for Bay Education Foundation for supplies and equipment.

Action Step 1

Math Department Chair will submit grant request to Bay Education Foundation for funding for classroom supplies and equipment to supplement hands-on learning in all Agile Minds classrooms.

Resource Type

Evidence-Based Materials

Resource

Hands-on manipulatives to include items such as Algebra tiles, poster paper, post-its, etc.

Funding Source

Bay Education Grant

Amount Needed

$500

G3.B2.S2 School will hire Ti professional development time for TiNavigator and Nspire updates.

Action Step 2

All math teachers will participate in professional development with Ti Instructor on Ti Navigator system and Ti Nspires

Resource Type

Professional Development

Resource

Bay High School has two Ti-Navigator sets with 30 Nspire calculators each.

Funding Source

School Budget

Amount Needed

$1,990