

Manatee County Public Schools

Bayshore High School



2017-18 Schoolwide Improvement Plan

Bayshore High School

5401 34TH ST W, Bradenton, FL 34210

<https://www.manateeschools.net/bayshore>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">71%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**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 Manatee 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	27
Goals Summary	27
Goals Detail	27
Action Plan for Improvement	34
Appendix 1: Implementation Timeline	65
Appendix 2: Professional Development and Technical Assistance Outlines	70
Professional Development Opportunities	70
Technical Assistance Items	71
Appendix 3: Budget to Support Goals	71

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Bayshore High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

a. The mission of Bayshore High School is to provide an education to all students that prepares them to be college and career ready by engaging students in rigorous academic work that promotes student achievement.

b. Provide the school's vision statement.

b. The vision of Bayshore High School is to build relationships with all students to ensure academic success.

2. School Environment

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

Bayshore High School strives to create a sense of community. While our focus is on improving student academic performance, we also know that respect for diversity is a vital part of students' ability to interact with others, making them more productive citizens. As students, teachers, and staff interact in the classroom setting, they exchange information about their respective backgrounds and cultures. The relationships formed in the process facilitate and cultivate an appreciation for not only what makes individuals unique, but also for the ties that bind.

Teachers build relationships with students in a variety of ways. It is standard practice for teachers to greet students by name at the door as they arrive to class, for example. Teachers invest time during the first week to get to know their students and for their students to get to know them. Information about cultures is shared during this time and in subsequent student-teacher interactions. Another way that relationships are built between teachers and students is through clubs, sports, and activities. Teachers who sponsor these groups spend a great deal of time with students outside of classroom time. They set goals and work collaboratively to achieve them. Examples include: TSA, AVID, SGA, KEY Club and Interscholastic Sports Teams. An additional way that relationships are built between teachers and students is through the strategic use of coaching. The Literacy Coach, for example, forms a special relationship with struggling readers and the Graduation Coach keeps a close watch on students whose graduation may be in jeopardy.

Strong relationships between students and teachers are fostered through the Advancement via Individual Determination (AVID) program at Bayshore High School. This system seeks and supports students who aspire to attend college and thrusts them into high level expectations with support, thus opening opportunities for them in their post secondary decisions. They become a small school within the school, functioning as a family, supporting each other, and learning about one another and the cultures and backgrounds they represent. In addition, students studying world languages at BHS share information about the culture surrounding the languages they are learning.

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

Before school, after school, and during each transition, Bruin Patrol are assigned to specific locations for supervision. Students and staff quickly learn, for example, where the Principal can be found; the Deans are posted throughout campus as well as Assistant Principals and other staff. This availability creates an environment where students feel safe. Students tend to congregate in the cafeteria and its satellite dispensary at the front of the school in the mornings, as free breakfast is afforded to all students. Administrative and instructional staff frequent these locations and engage in conversation with students that is both respectful and motivational.

School wide behavior expectations contribute to an environment where students feel safe and respected during school. Students are expected to be safe, responsible, and respectful. Again, a character education program is implemented during Harbor Time where students will learn the pillars of character and the behaviors associated with good citizenship.

We conduct grade level assemblies during the 2nd and 3rd day of school to discuss our school-wide expectations, policies, and procedures for conducting business at school with concomitant consequences. Additionally, we have a consistent and fair discipline plan in place school-wide and in the classroom. Our Discipline Matrix is provided for every student to ensure awareness of the infractions and consequences. Parents also can review the Discipline Matrix with the school website.

In short, students feel safe because they know there is always a responsible adult in close proximity and respected because interactions are characterized by courtesy and professionalism with clear and concise expectations that are well communicated.

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 Discipline Matrix and the school-wide behavior expectations provide the structure for minimizing distractions to keep students engaged during instructional time. Students are encouraged to make good choices with respect to their behavior. When they don't, in an effort to maintain a productive learning environment, students are referred to student services to speak with a dean. The Matrix and expectations are provided to each student in the BHS Student Agenda, Bayshore Discipline Handbook, and published to staff and families on the website.

Additionally, Bayshore High School is implementing a School-Wide Positive Behavioral Interventions and Supports plan. One way this is done is through the Gold Card incentive where students receive a post card mailed to their home for something done right. At each quarter, the cards are put in a box and several are chosen for incentives such as a free yearbook, prom ticket, or extra credit. This has been one of the most effective strategies for PBS. This way, students are held to the same standards the entire time they are in school, helping to set them up for success.

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.

The school ensures the social-emotional needs of all students are being met in the following ways:

Through the academic/behavioral contract and via the AVID program, mentors are assigned to students identified with academic and social concerns.

Students are provided with counseling as a related service, and, when indicated, with the school social worker or school psychologist.

Students are connected with outside agencies such as Center Stone or Family Resources when

indicated.

Weekly meetings of the MTSS/RTI are conducted to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

Identified staff (i.e. school counselor, school social worker, school psychologist, teachers) engage with students to provide a differentiated delivery of services based on student/school need. Staff utilize data-based decision making to close academic, social-emotional, and college-career equity gaps by connecting all students with the services they need.

Guidance counselors are available to all students. Social workers and counselors are available for weekly one-on-one sessions as deemed appropriate.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school's Instructional Leadership Team meets quarterly to analyze attendance, suspensions, and course failure reports in an effort to provide ongoing and timely support for students to increase the percentage of students meeting proficiency on statewide assessments and on track for graduation.

Early warning indicators include excessive absences or tardies, course failures, frequent discipline infractions and statewide assessment data in English Language Arts and Algebra I.

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	114	139	156	79	488
One or more suspensions	0	0	0	0	0	0	0	0	0	99	87	77	39	302
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	100	128	158	4	390
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	182	238	0	0	420

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	92	157	117	30	396

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

Non-proficient students in both reading and math are assigned into intensive support classes in both 9th and 10th grades. Juniors and Seniors who have not achieved a passing score on the 10th Grade ELA FSA or the Algebra I EOC are scheduled into an ACT/PERT Prep course geared toward

achieving concordant scores on the alternate assessments.

Remediation is offered in Biology, Algebra, and Geometry to prepare students to take EOC assessments.

The Graduation Coach monitors senior progress toward graduation and intervenes as necessary.

Credit Recovery is offered to students with deficiencies.

Tutoring takes place after school.

SMART Horizons is offered to students as an alternative graduation option.

The Graduation Enhancement Tech monitors behavior and attendance and intervenes when students begin to accumulate absences or discipline consequences that prevent them from being academically successful.

The Graduation Coach meets with students one-on-one to chart a personal path to graduation for students in danger of failing to graduate.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/442269>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

We are proud of the relationships we have developed with business partners and community members at Bayshore High School. Our business partner coordinator is a member of the Manatee Chamber's Education and Workforce Partnership Committee, a networking group that meets once a month. We also develop partnerships from our district's ePIE program. Businesses, in the school's proximity, also contact the school to develop relationships. At the end of every academic year, we nominate all of our business partners for the chamber's Business and Education Partnership Awards Breakfast. We believe our relationship with volunteers play an important role in the development and improvement of the educational process at BHS.

Partnerships include: American Red Cross, Asolo Repertory Theatre, Axiom CPA, Beall's, Beef O'Brady's, Bellacino's Pizza & Grinders, Bonfish Grill, Bright House Networks, Care Net Manasota Pregnancy Center, Cedar Hammock Fire Rescue, Rent King, Mattison's Riverside, Target, Garrett Embroidery & Ink, Dairy Queen Grill, Thorassic Park, Cherry's Bar & Grill, Smoothie King, Keeton's Office Supply, Subway, Sweetbay Supermarket, South Philly Cheese Steak Company, Demetrio's Pizza House, Starbuck's Coffee, Richey's of Florida, Carrabba's Italian, Panera Bread, On A Shoestring, Domino's Pizza, Sylvan Learning Center, Tequilla Beach Sport Grille, Whitney National Bank, Signs Now, Taste of Tokyo, Keiser University, Ugarte & Associates, Inc., Manatee County Sheriff's Office, Kallins, Little, & Delgado, Pizza Joe's, State College of Florida, Wells Fargo, The Village Potter, Verizon

Wireless, Zirkelbach Construction, Manatee Memorial Hospital, DMD, Champs Sports, Coastal Physical Therapy, Tampa Bay Rays, United Way of Manatee, Ryder Bikes, River Landings Animal Clinic, Department of Juvenile Justice, Manatee County Public Defender, IMG Academies, Cortez Kiwanis and Tropicana Products.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Butler, Wendell	Principal
Collins, Ginger	Assistant Principal
Brady, Chris	Administrative Support
Wilson, Robert	Administrative Support
Gilley, Angelia	Instructional Coach
Herron, Prentiss	School Counselor
Polly, Gary	Teacher, K-12
Poyner, Chrissy	Teacher, K-12
Sandin, Annette	Teacher, ESE
French, Donald	Assistant Principal
Carlson, Dorlinda	Instructional Coach
Mullen, Michael	Assistant Principal
Gerber, Bethany	Dean
Pipino, Anthony	Dean

b. Duties

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

The Instructional Leadership Team meets regularly to establish direction, articulate priorities, monitor progress toward goals and to discuss and create plans for interventions appropriate to the three tiers of problem solving for individual and small groups of students. The resource map is utilized and interventions are put in place to ensure that each student has every opportunity to maximize his or her potential to succeed. The team is comprised of members from other school teams to ensure the representation that is necessary to promote consistent and pervasive practice.

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 process through which school leadership identifies and aligns all available resources in order to meet the needs of all students and maximize desired student outcomes begins with a detailed analysis of available data. The data set includes, but is not limited to, FSA, EOC, Quarterly

Benchmarks, and that which is produced through student use of a variety of programs such as Reading Plus, SuccessMaker, Method Test Prep and Study Island. Analysis reveals not only areas of strength, but areas in need of improvement. Data is analyzed by school, by student and by teacher, and by strand. Analysis gives way to goals for improvement. Those goals are translated for staff by the administrative and instructional leadership teams into "What Matters Most." This year, what matters most is as follows:

Text Structure to build Reading and Writing Skills
Student Engagement and Collaboration
Fidelity and Accountability to Instructional Programs
Standards based Planning with Curriculum Maps
Acceleration of Student Learning

Once priorities have been established, resources are allocated accordingly. For example, the resource of time was allocated weekly for implementation of a character education program to support the socio-emotional needs of an impoverished student population. Department meetings were established for teachers of EOCs in order to facilitate meetings during which progress toward articulated goals can be monitored and plans for improvement implemented, modified, and evaluated. Ongoing professional development to improve instructional practice was funded through Title I. Targeted sessions meet regularly on Mondays throughout the school year.

Responsible for implementing the Character Education Program and the School-Wide Positive Behavior Interventions and Supports plan are Assistant Principal Don French, Testing Coordinator Robb Wilson and Graduation Coach Angelia Gilley. Improvement and Accountability is the responsibility of Administrative and Instructional Leadership Teams including: Wendell Butler, Ginger Collins, Don French, Michael Mullins, Dorlinda Carlson, Robert Wilson and Chris Brady. Improving Instructional Practice is also the responsibility of the Administrative and Instructional Leadership Teams.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Wendell Butler Jr.	Principal
Angelia Gilley	Teacher
Teresa Pauley	Parent
Leonard Cichewicz	Parent
Shannon Rainwater	Parent
Ogden Clarke	Parent
Michael Conforti	Business/Community
E.L. Jones	Parent
Tanya Henderson	Parent
Julie Kincade	Parent
Tiffany Gilley	Parent
Rafael Rodriguez	Parent
Mick Hewitt	Parent
Ginger Collins	Education Support Employee
Margarita Garnica	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The evaluation of last year's school improvement plan was by the school's Principal and the SAC Chairman. The evaluation was presented to the SAC committee, discussed and approved by a majority vote.

b. Development of this school improvement plan

The school's leadership team met during the summer, and based upon input from the SAC committee, teachers, and students, developed this year's focus and goals.

c. Preparation of the school's annual budget and plan

The SAC team reviews the school's discretionary budget, internal budget and Title I budget at each meeting throughout the year. Based upon needs that present themselves, decisions are made to allocate funds that are aligned with the school's goals.

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

NA No funds were allocated last 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
Collins, Ginger	Assistant Principal
Hill, NettaSue	Teacher, K-12
Busby, Susan	
Butler, Wendell	Principal
Carlson, Dorlinda	
Pipino, Anthony	Dean

b. Duties

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

The Literacy Leadership Team promotes literacy within the school through ongoing professional development, school wide literacy strategies and vocabulary enhancement initiatives. Planned professional development around literacy includes the following:

AUGUST:

Using Text Structure to Increase Reading Comprehension

Teachers will learn how to use graphic organizers and identify key organizational words to help students make sense of text before, during and after reading.

SEPTEMBER:

Acceleration: Instructional Strategies that Move Struggling Students to Grade Level

Teachers will learn how to scaffold their instruction so that struggling students are able to master grade level standards, as opposed to lowering expectations.

OCTOBER:

Improving Student Writing with TurnItIn

Teachers will learn how to use Turnitin Feedback Studios to increase writing proficiency through the use of originality reports, automatic and voice commenting, rubrics, peer review and more.

NOVEMBER:

Teaching ELA Standards in an Elective Classroom

Take control of your VAM score! Learn how to teach the ELA standards without Detracting One Minute from Your Own Curriculum.

JANUARY:

How to Teach Vocabulary in Any Class without Teaching Vocabulary

In this class, teachers will learn how to embed academic, high frequency/multiple meaning (non-domain specific) vocabulary in lessons, so that students are forced to engage and internalize new words, without them being the focus of instruction.

FEBRUARY:

Collaborative Discussion Structures

Students need to be able to verbally articulate learning in order for it to “stick.” Learn how to use collaborative structures and scaffolds that will get students talking about what we WANT them to talk about.

MARCH:

Helping Students Manage Standardized Testing Items

Standardized testing is an important part of assessing standards mastery; however, we often don't give students the tools they need to manage test items effectively. Teach students how to identify key wording, eliminate confusing detractors, and use graphic organizers to facilitate thinking.

APRIL:

Using Google Docs to Get Students Collaborating About Literacy

Google Docs is a free tool that allows students to work on the same document in real time, so that they can collaborate on projects at any time of the day or night without having to physically get together. You will be surprised how hard they will work on your subject outside of class!

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers have planning time and utilize the data team 6 step problem solving process around classroom data, assessments, and review anecdotal notes on individual students. Collaborative planning is documented with agendas, attendance and notes. Building areas on campus are assigned lunch so that fellow colleagues in the same vicinity foster both collegial and conversational interactions, further supporting one another and facilitating progress toward school and department goals. Departments meet regularly to discuss shifts in instructional practices around the Florida Standards, Assessment, and EOC's.

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

Bayshore High has a diverse, highly qualified staff and faculty. Participation in the District's Job Fair is an example of one effort to recruit highly qualified, certified-in-field, effective teachers to the school. Positions are posted as they become available to the District's online career portal. Applicants are screened by the administrative team and interviews are conducted with multiple highly qualified candidates to ensure the best and brightest available are added to the number of dedicated professionals who serve the students of Bayshore High. In addition, an assistant principal is working with

the deputy superintendent to provide UIF module to help teacher pass the general knowledge test.

Ongoing professional development and coaching is afforded each member of the staff not only on the Modified Wednesdays allocated by the District for this purpose, but also Mondays after school. Teachers can choose appropriate development opportunities from among the following strands: Instructional Practice, Literacy, AVID and Student Engagement. Strands identify areas of focus and teachers are available to complete an entire strand, multiple strands, or independent sessions, based on individual growth targets.

Efforts aimed at retention include ongoing support, teacher planning, teacher leadership opportunities, social events such as Friday Night Teacher Tail Gates, Halloween Roasts, monthly birthday celebrations and the Chili Cook Off. Additionally, staff are encouraged to participate on a variety of leadership teams and committees focused on school improvement, thereby affording each the opportunity to influence improvement efforts.

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

New teachers are supported as a cadre and individually at Bayshore High. Teachers new and new to Bayshore form the year's New Teacher Cadre. Teachers are provided with an orientation during the week prior to the beginning of school. During this orientation, they learn about the school's priorities as well as about the key resources and personnel available for their support. Every teacher is assigned a seasoned peer mentor to ensure support. Department heads assume responsibility for ensuring that new teachers have access to the materials and resources that are necessary, and common planning provides additional pedagogical support. New teachers receive coaching from administrators following walk-throughs, and open-door policies ascribed to by the administrative team contribute to the network of support available to new 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.

ELA and reading follow Curriculum Maps provided by the District which are aligned to the LAFS. Social Studies classes follow Curriculum Maps that are aligned to the Florida Standards, as well as literacy standards. Math follows curriculum maps provided by the District that are aligned with the MAFS. Science follows Curriculum Maps that are aligned with the Florida Standards.

Teachers submit weekly lesson plans and tag standards addressed within each lesson. Plans are reviewed by the administrative team and feedback provided as needed and appropriate. Teachers articulate daily learning goals for students and the standards to which they are aligned in the form of the common board configuration. These measures work together to ensure that core instructional programs are aligned to the Florida Standards.

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.

Data is analyzed by the administrative and instructional leadership teams to ensure that students having difficulty attaining satisfactory, proficient or advanced level on state assessments receive the support necessary for achieving increased levels of proficiency. Dysfluent students in grades 9 and 10, for example, are scheduled in reading classes with highly qualified reading teachers. Reading Plus, Teengagement, and a variety of supplemental materials are used to target individual student needs. Reading students are ORFed once every two months for progress monitoring and the data is used formatively to drive and differentiate instruction.

Students failing to achieve Level 3 (satisfactory) in Math are provided intensive support every day through an Intensive Math Class, affording to all students the opportunity for both on grade level instruction and remediation. Geometry students who failed to achieve level 3 are double blocked in math to spiral the instruction and ensure support for remediation and acceleration in preparation for the EOC. SuccessMaker is utilized to remediate foundational skills providing the scaffolding necessary to build proficiency.

Students who are striving to achieve the advanced level on state assessments are also provided with differentiated support measures. Students in the academic middle are supported through AVID. This system of support encourages enrollment in rigorous course work but provides the foundation necessary for success. Supports include tutoring, mentoring, organizational strategies, study skills enhancement and academic discipline. At the higher end of achievement, dual enrollment courses are taught both on campus and at State College of Florida enabling qualified students to earn college credits while enrolled in high school. During school and after school test prep sessions are conducted regularly to include: FSA Prep, ACT PREP, Algebra I Boot Camp, Biology Boot Camp, Geometry Boot Camp.

Additionally, teachers are trained to access data from FOCUS, School City and PEER, which allows them to understand the special needs of each student. School-wide and department-wide data is also analyzed in order to make over-arching instructional decisions. Daily expectations in each classroom: students reading grade level text with scaffolding, explicit vocabulary instruction, a writing task that is tied to the reading. Teachers engage students in at least one DBQ, CIS, or close read per quarter. Teachers follow Danielson Model for lesson planning. Teachers follow gradual release model when instructing. Teachers use small group instruction to reteach.

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: Extended School Day

Minutes added to school year: 600

Academic Boot Camps

Strategy Rationale

Academic Boot Camps provide students with targeted support for state standardized assessments in the content areas. Students have the opportunity to be exposed to practice tests that mirror the state assessments in both complexity and item types with the support of a highly qualified teacher to analyze results, diagnose areas of deficiency and target remediation efforts to address deficiencies. Participation provides the familiarity necessary to increase confidence as well as competence.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Butler, Wendell, butlerw@manateeschools.net

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

Data is analyzed from the results of each EOC administration. In addition to proficiency status, data are disaggregated in such a way that growth is also tracked. The results of students attending boot camp will be compared with the results of students of similar proficiency to determine the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 960

AVID Summer Bridge

Strategy Rationale

The goal of the AVID summer bridge program is to enhance basic skills required for rigorous academic work in an effort to:

- Increase Academic Competency
- Ease Transition to High School, Gain Peer Group
- Increase Student Motivation to Go to College

The four day AVID Summer Bridge took place June 15-18 from 9:00 am – 12:00 pm each day in the school media center. Our students participated in a series of workshops, began their post-secondary planning map, participated in Socratic Seminars, and Philosophical Chair discussions, and took part in PSAT, ACT and SAT practice test taking skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Butler, Wendell, butlerw@manateeschools.net

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

AVID students are tracked and their data is compared to non-AVID students in a variety of areas including:

Attendance
Enrollment in Rigorous Courses
Grades
Scholarships Awarded
College Enrollment

Strategy: Extended School Year

Minutes added to school year: 0

Reading Plus

Strategy Rationale

Use of this Online Program has replaced Achieve 3000 program so we can align student needs in the areas of Reading and Writing at grade level to the standards assessed on the FSA.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Collins, Ginger, collinsg@manateeschools.net

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

Reading teachers can collect and analyze data on a daily basis for remediation purposes. Weekly the data will be analyzed in meetings with the Literacy Coach and Admin. The Data Team will look at the data twice monthly to provide additional instruction suggestions to the ILT members for review, modification, and implementation within the classroom.

Strategy: Extended School Day

Minutes added to school year: 360

Literacy Strand Professional Development

Strategy Rationale

Literacy remains the gatekeeper of dreams. For students to be successful across content areas, they need to be able to comprehend complex text, draw meaning from narrative and use words to communicate learning and ideas. Therefore, it is imperative that literacy instruction takes place across content areas.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Mullen, Michael, mullenm@manateeschools.net

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

Professional development offerings for literacy instruction include the following:
AUGUST:

Using Text Structure to Increase Reading Comprehension

Teachers will learn how to use graphic organizers and identify key organizational words to help students make sense of text before, during and after reading.

SEPTEMBER:

Acceleration: Instructional Strategies that Move Struggling Students to Grade Level

Teachers will learn how to scaffold their instruction so that struggling students are able to master grade level standards, as opposed to lowering expectations.

OCTOBER:

Improving Student Writing with TurnItIn

Teachers will learn how to use Turnitin Feedback Studios to increase writing proficiency through the use of originality reports, automatic and voice commenting, rubrics, peer review and more.

NOVEMBER:

Teaching ELA Standards in an Elective Classroom

Take control of your VAM score! Learn how to teach the ELA standards without Detracting One Minute from Your Own Curriculum.

JANUARY:

How to Teach Vocabulary in Any Class without Teaching Vocabulary

In this class, teachers will learn how to embed academic, high frequency/multiple meaning (non-domain specific) vocabulary in lessons, so that students are forced to engage and internalize new words, without them being the focus of instruction.

FEBRUARY:

Collaborative Discussion Structures

Students need to be able to verbally articulate learning in order for it to “stick.” Learn how to use collaborative structures and scaffolds that will get students talking about what we WANT them to talk about.

MARCH:

Helping Students Manage Standardized Testing Items

Standardized testing is an important part of assessing standards mastery; however, we often don't give students the tools they need to manage test items effectively. Teach students how to identify key wording, eliminate confusing detractors, and use graphic organizers to facilitate thinking.

APRIL:

Using Google Docs to Get Students Collaborating

Google Docs is a free tool that allows students to work on the same document in real time, so that they can collaborate on projects at any time of the day or night without having to physically get together. You will be surprised how hard they will work on your subject outside

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Incoming Cohorts: Strategies the school employs to support the incoming cohort begin with the Freshman Team. The team establishes core expectations that zeros are not an option and success is mandatory. Keys to successful transition include consistent rules and procedures, academic referrals with early intervention and teacher mentoring, quarterly awards and incentives, and middle schools visits which include a visual and oral presentation followed by ninth grade registration. Freshmen are required to carry a binder with tabs each day to ensure academic organization and receive an agenda in which to record homework, upcoming assessments and other items of academic concern. In addition to academic focus, the incoming cohort is expected to be safe, be respectful, and be responsible in the classroom, hallway, cafeteria, and bus loop. Recognition for these positive behaviors will be held throughout the school year. A summer week-long bridge program is offered to transition students into high school to eliminate academic skill gaps with AVID trained teachers and the coordinator facilitating. They provide accelerate learning, and build personal relationships that will improve attendance and reduce discipline issues, and increase self-esteem.

Outgoing Cohorts: Strategies for improving the transition of the outgoing cohort include individual and group advising offered to students by their guidance counselors and the college & career advisor throughout the year. Classroom presentations include topics such as admission requirements, college and university profiles, scholarships, financial aid, and career planning. A senior class meeting will be held in September to cover the topics in a power point presentation. Each student will receive a CD that will provide all the information electronically, including important dates and helpful websites. Seniors are offered a practice ACT Test in the fall and spring, followed by a scores back session which will provide test taking tips and information on getting into college. The TABE Test will also be offered twice during the school year. A career counselor from Manatee Technical Institute and the Bayshore High college & career advisor will then meet individually with students to discuss test results and career planning. The ASVAB Test will be offered during the school year for career exploration purposes which will identify academic strengths and weaknesses and determine career readiness.

Bayshore High will hold a College Fair in October with over 50 postsecondary institutions offering materials and admission requirements. All students will have an opportunity to visit with these representatives. Throughout the school year, individual universities, colleges, and technical schools will hold college visits with students to inform them about their institution. Through AVID our students attend a college tour for one week and return to write a reflection about the opportunity and the post secondary options available to them.

Throughout the year, guidance counselors and the college & career advisor will register students for the ACT and SAT, in both group and individual settings. The guidance department will hold several sessions for students to apply online to State College of Florida. Students may also apply to postsecondary institutions in the Bayshore High college & career advisor's office. National Honor Society and Mu Alpha Theta students provide individual tutoring for students that need remedial, on-level, or advanced academic assistance.

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.

Strategies for improving student readiness for the postsecondary level include offering practice ACT test in the Fall and Spring, followed by a session which will include interpretation of student scores, test taking tips specific to the ACT, and information on score results and college entrance requirements. ACT Prep sessions are provided both during the school day as student schedules allow and after school at intervals correlating to test administrations. The TABE test will be offered two times during the school year. A college and career counselor on campus joins with a career counselor from MTI to meet individually with students following up on test results and career planning. The ASVAB will be offered during the school year for career exploration purposes, which will identify academic strengths and weaknesses and determine career readiness. Ninth grade students are given the ReadStep test. The purpose is to measure readiness for Advanced Placement and Dual Enrollment. Many juniors take the PERT to determine readiness. A PERT rally is held before the test to explain the test and scores. Industry Certifications are available to all students.

Bayshore High School career and technical courses available to students where industry certifications may be earned include:

Digital Video Production: Adobe Certified Associate - Flash, Illustrator, and Premier Pro

Digital Design: Adobe Certified Associate - Flash, Illustrator, and Premiere Pro

Engineering: SolidWorks

Electronics: ICET - Electronics Systems Associate

Digital Information Technology: Microsoft Office – Word, PowerPoint, Excel, Outlook, Access iii. Bayshore High School career and technical education teachers have the opportunity to collaborate with academic teachers and integrate CTE skills to support student achievement. Examples of integration include:

Digital Video Production/English: The digital video production class records English students performing their

Digital Design/Social Studies: The classes research a historical figure and design posters on the computer.

Construction: The construction program integrates CTE skills to support a comprehensive learning opportunity for students and AutoCad is utilized.

Robotics/Earth Space Science: The robotics class integrating with Earth science students studying the astronomy unit and then building rockets culminating with a rocket launch.

Accounting/Math: The accounting class and math class select stocks to follow graphing and keeping track of profit and loss on an Excel sheet.

Digital Information Technology (DIT) and Career/English: The DIT class works with English students on formatting and writing business letters, memos, agendas and learning about the MLA style guide for writing research papers poetry and then producing a segment for the school news program.

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

Bayshore High School career and technical courses available to students where industry certifications may be earned include:

Digital Video Production: Adobe Certified Associate - Flash, Illustrator, and Premier Pro

Digital Design: Adobe Certified Associate - Flash, Illustrator, and Premiere Pro

Engineering: SolidWorks

Electronics: ICET - Electronics Systems Associate

DIT: Microsoft Office – Word, PowerPoint, Excel, Outlook, Access iii. Bayshore High School career and technical education teachers have the opportunity to collaborate with academic teachers and integrate CTE skills to support student achievement. Examples of integration include:

Digital Video Production/English: The digital video production class records English students performing their

Digital Design/Social Studies: The classes research a historical figure and design posters on the computer.

Robotics/Earth Space Science: The robotics class integrating with Earth science students study the astronomy unit and then build rockets culminating with a rocket launch.

Accounting/Math: The accounting class and math class select stocks to follow graphing and keeping

track of profit and loss on an Excel sheet.

DIT and Career/English: The CCC class works with English students on formatting and writing business letters, memos, agendas and learning about the MLA style guide for writing research papers poetry and then producing a segment for the school news program.

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

The school has taken efforts to integrate career and technical education with academic courses primarily through its engineering program. Advanced math and science (physics) teachers collaborate with the Engineering teacher to provide practical application of math and physics concepts into the design and manufacture of circuits, robots and other products.

Additionally, through the technical education department, students are afforded the opportunity to take Digital Information Technology. In this course, students acquire the knowledge, skills and abilities to use today's technology to solve tomorrow's problems. Students become proficient in word processing, spreadsheet and data base design as well as in desktop publishing.

This year, Bayshore HS has implemented the Jobs for America's Graduates Program. (JAG) Program goals are these:

* Offer a family of educational enrichment programs designed to assist parents educators in creating socially-adept, academically-capable, self-disciplined, and goal-oriented young people who are prepared to capitalize fully on their future opportunities.

* Achieve successful transition through high school graduation with clearly defined personal, educational, and career goals in accordance with Florida state law governing Sunshine State Standards, Career Academies, Career Exploration and Bullying.

* Ensure that students are prepared to maximize their early adulthood opportunities such as college, work and/or military service through setting and meeting performance goals.

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.

Strategies for improving student readiness for the postsecondary level include offering practice ACT test in the Fall and Spring, followed by a session which will include interpretation of student scores, test taking tips specific to the ACT, and information on score results and college entrance requirements. The TABE test will be offered two times during the school year. A college and career counselor on campus joins with a career counselor from MTI to meet individually with students following up on test results and career planning. The ASVAB will be offered during the school year for career exploration purposes, which will identify academic strengths and weaknesses and determine career readiness. Ninth grade students are given the ReadStep test. The purpose is to measure readiness for Advanced Placement and Dual Enrollment. All juniors take the PERT to determine readiness. A PERT rally is held before the test to explain the test and scores. Industry Certifications are available to all students.

Bayshore High School career and technical courses available to students where industry certifications may be earned include:

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Digital Design: Adobe Certified Associate - Flash, Illustrator, and Premiere Pro

Engineering: SolidWorks

Electronics: ICET - Electronics Systems Associate

DIT: Microsoft Office – Word, PowerPoint, Excel, Outlook, Access iii. Bayshore High School career and technical education teachers have the opportunity to collaborate with academic teachers and integrate CTE skills to support student achievement. Examples of integration include:

Digital Video Production/English: The digital video production class records English students performing their poetry and then producing a segment for the school news program.

Digital Design/Social Studies: The classes research a historical figure and design posters on the computer.

Robotics/Earth Space Science: The robotics class integrating with Earth science students studying the astronomy unit and then building rockets culminating with a rocket launch.

Accounting/Math: The accounting class and math class select stocks to follow graphing and keeping track of profit and loss on an Excel sheet.

Digital Information Technology/English: The DIT class works with English students on formatting and writing business letters, memos, agendas and learning about the MLA style guide for writing research papers

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Remediation efforts are showing gains, however with the sizable gap of achievement, 70% coming in non-proficient in Math and Reading, we still fall short on proficiency. When challenged with grade level tasks and complex texts the percentage of students achieving proficiency is minimal. This year our learning gains have to be a minimum of 50% to make up for the points we do not earn in proficiency.

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.

During the 2016-2017 school year, our goal was to increase by 5% in every area of the school grade. The results are as follows:

Math Proficiency 36% Decrease of 1%
Math LG 38% Decrease by 3%
Math BQLG 27% Decrease by 17%
Reading Proficiency 31% Increase by 5%
Reading LG 38% Increase by 7%
Reading BQLG 30% Increase by 4%
USH 51% Decrease by 4%
BIO 52% Increase by 1%
Graduation 82% Increase by 1%
Acceleration 57% Remained the Same

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.** By the end of 2017-2018, the number of students graduating will increase by 3% (a total of 85% of 378 or 321 students).
- G2.** In the 2017-2018 school year, the number of students scoring at proficiency or higher on Advanced Placement Exams, participation and performance in Dual Enrollment classes and/or Industry Certifications will increase to 60% (a total of 60% of 378 or 227 students).
- G3.** By the end of the 2017-18 school year, 50% of our students scoring in the lowest quartile (L25) will show learning gains on the FSA Algebra 1 and Geometry EOCs.
- G4.** By the end of the 2017-2018 school year, 50% of our students will show learning gains on the Florida Standards Assessment (FSA) English Language Arts (ELA) Exam.
- G5.** By the end of the 2017-2018 school year, 50% of our students scoring at the lowest quartile (L25) will show learning gains on the FSA ELA Exam.
- G6.** By the end of the 2017-2018 school year, 50% of our students will show learning gains on the FSA Algebra 1 and Geometry End-of-Course (EOC) Assessments.

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. By the end of 2017-2018, the number of students graduating will increase by 3% (a total of 85% of 378 or 321 students). 1a

G097595

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Targeted Barriers to Achieving the Goal 3

- The number of students in grade 12 with excessive absences in school
- Students who have not met graduation requirements in either FSA Algebra 1 or FSA ELA
- Students lacking sufficient credits or GPA to graduate with a standard diploma

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize District approved resources that support the twelve graduation options available to our high schools.
- Utilization of Smart Horizons a district resource for graduation
- Recommendation that students complete credits through alternative programming (i.e. LIFE program) a district resource for graduation
- Summer School for credit recovery/acceleration
- GED option through MTC a district resource for alternative graduation.
- After-school Credit Recovery in partnership with our site based local Boy's and Girl's Club

Plan to Monitor Progress Toward G1. 8

Student attendance summary, along with grades at Progress Reports (4.5 weeks) and Report Cards (9 weeks) will be collected and reviewed. Additionally, student progress via Smart Horizons

Person Responsible

Ginger Collins

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Evidence will show in the overall percentage of 12th grade students daily attendance; Subsequent decrease in the number of students dropping out; Behavior Improvement Plans and Academic Improvement Plans. Also, students enrolled in Smart Horizons will show acceptable progress within the program towards completing all requirements for graduation.

G2. In the 2017-2018 school year, the number of students scoring at proficiency or higher on Advanced Placement Exams, participation and performance in Dual Enrollment classes and/or Industry Certifications will increase to 60% (a total of 60% of 378 or 227 students). 1a

G097596

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Participation	60.0
CTE Industry Certification Exam Passing Rate	60.0
AP Exam Passing Rate	60.0
High School Acceleration	60.0

Targeted Barriers to Achieving the Goal 3

- Smaller number of proficient students available to take acceleration courses or earning qualifying scores on the Pert for DE/EA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- State College of Florida (SCF) articulation agreement
- AVID supports academic skills and post-secondary aspirations
- Guidance Counselor for DE/EA

Plan to Monitor Progress Toward G2. 8

Review of Quarterly Assessments, Benchmark tests, teacher created tests, Industry Certification and AP practice and use the data to determine if additional interventions are needed to support students in rigorous courses.

Person Responsible

Ginger Collins

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

G3. By the end of the 2017-18 school year, 50% of our students scoring in the lowest quartile (L25) will show learning gains on the FSA Algebra 1 and Geometry EOCs. **1a**

G097597

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal **3**

- Students enter Algebra 1 and Geometry with low math skills needed to understand and be successful with the curriculum
- Student ability to retain information and math skills over the duration of time needed to perform well on the exam
- Attendance of low performing students

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Utilization of SuccessMaker to assist in remediation of low performing students.
- Monthly meetings with district math specialist
- Data chats between testing area teachers and administration
- Effective use of Algebra Nation, Khan Academy, and other resources to supplement instruction
- School-wide initiative focusing on attendance and keeping students connected to learning
- School-wide initiative focusing on specific math standards common among the math concepts.

Plan to Monitor Progress Toward G3. **8**

District benchmark data, teacher generated exams, reports from SuccessMaker, and other online programs will provide teachers with the information needed to determine whether the students are responding to the interventions and help determine what instructional shifts are necessary to meet the student's needs.

Person Responsible

Michael Mullen

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs

G4. By the end of the 2017-2018 school year, 50% of our students will show learning gains on the Florida Standards Assessment (FSA) English Language Arts (ELA) Exam. 1a

G097598

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Student Engagement in the Classroom
- Low Vocabulary skills among 9th and 10th Grade Student
- Literary Analysis skills are poor among 9th and 10th Grade Students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan & AVID WICOR Strategies
- Reading Plus (District provided instructional reading program)

Plan to Monitor Progress Toward G4. 8

Lesson Plans, Benchmark and Reading Plus Data

Person Responsible

Ginger Collins

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Review of lesson plans and the expectation to implement Kagan and AVID strategies into said lesson will be documented via our Oncourse Lesson Plan system each Monday Morning. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark and achieve data quarterly to monitor student growth.

G5. By the end of the 2017-2018 school year, 50% of our students scoring at the lowest quartile (L25) will show learning gains on the FSA ELA Exam. 1a

G097599

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Student Engagement in the Classroom
- Low Vocabulary skills among 9th and 10th Grade Students
- Literary Analysis skills are poor among 9th and 10th Grade Students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan & AVID WICOR Strategies
- Reading Plus (District provided instructional program)

Plan to Monitor Progress Toward G5. 8

Lesson Plans, Benchmark and Reading Plus Data

Person Responsible

Ginger Collins

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Review of lesson plans and the expectation to implement Kagan and AVID strategies into said lesson will be documented via our Oncourse Lesson Plan system each Monday Morning. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark and achieve data quarterly to monitor student growth.

G6. By the end of the 2017-2018 school year, 50% of our students will show learning gains on the FSA Algebra 1 and Geometry End-of-Course (EOC) Assessments. 1a

G097600

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Students enter Algebra I and Geometry with low Math Skills needed to understand and be successful with the curriculum.
- Student ability to retain information and math skill over the duration of time needed to perform well on the exam.
- Student attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilization of SuccessMaker to assist in remediation of low performing students.
- Monthly meetings with District Math Specialist
- Data Chats between testing area teachers and administration
- Effective use of Algebra Nation, Khan Academy, and other resources to supplement instruction
- School-wide initiative focusing on attendance and keeping students connected to learning
- School-wide initiative focusing on specific math standards common among the levels.

Plan to Monitor Progress Toward G6. 8

District benchmark data, teacher generated exams, reports from SuccessMaker, and other online programs will provide teachers with the information needed to determine whether the students are responding to the interventions and help determine what instructional shifts are necessary to meet the student's needs.

Person Responsible

Michael Mullen

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Log

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. By the end of 2017-2018, the number of students graduating will increase by 3% (a total of 85% of 378 or 321 students). **1**

 G097595

G1.B1 The number of students in grade 12 with excessive absences in school **2**

 B262326

G1.B1.S1 Monitor student attendance through MTSS and the Data Team Reports on students missing more than 5 days. **4**

 S277840

Strategy Rationale

Student performance in the classroom, on state assessments, and desire to stay in school directly correlates to their attendance.

Action Step 1 **5**

Administrative team will monitor attendance and meet with students not meeting attendance standards.

Person Responsible

Michael Mullen

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Weekly MTSS meetings; Weekly Admin team meeting; Weekly attendance summaries by GET, Reports provided by Attendance Clerk and Registrar

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

Share weekly MTSS agendas with admin team; Share weekly Admin team information with counselors and discipline.

Person Responsible

Donald French

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

MTSS agendas; Admin agendas

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

Weekly updates with admin team; Monthly meetings with attendance personnel to check for improvement/data

Person Responsible

Michael Mullen

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Attendance records; MTSS and ILT meeting minutes

G1.B2 Students who have not met graduation requirements in either FSA Algebra 1 or FSA ELA **2**

 B262327

G1.B2.S1 Utilize Smart Horizons to assist students with graduation **4**

 S277841

Strategy Rationale

Students unable to meet state requirements for standardized testing are given the ability to access an online school which will allow them to continue their education and receive a high school diploma via an accredited institution.

Action Step 1 **5**

Administrative team, College and Career Adviser and Guidance Counselors will meet and track student progress on a weekly basis to ensure they are staying committed to the program.

Person Responsible

Angelia Gilley

Schedule

Monthly, from 1/10/2018 to 5/23/2018

Evidence of Completion

Reports of student progress

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

Administrative team, College and Career Adviser, Graduation Coach and Guidance Counselors will meet and track student progress on a monthly basis to ensure they are staying committed to the program.

Person Responsible

Angelia Gilley

Schedule

Monthly, from 1/10/2018 to 5/23/2018

Evidence of Completion

Reports generated from the Smart Horizons Platform on student progress.

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

Weekly progress reports and attendance reports for students enrolled in the Smart Horizons option.

Person Responsible

Donald French

Schedule

Weekly, from 1/10/2018 to 5/23/2018

Evidence of Completion

Report logs shared with Administrative team and MTSS team to discuss effectiveness of student use and additional interventions needed to maximize success.

G1.B3 Students lacking sufficient credits or GPA to graduate with a standard diploma **2**

 B262328

G1.B3.S1 Monitor grades for Progress Reports (4.5 weeks) and for Report Cards (9 weeks). **4**

 S277842

Strategy Rationale

Students and resource staff will be better able to respond to student data and can help focus student attention to possible deficits. Monitoring also allows timely notification of problems to students' families.

Action Step 1 **5**

Identify students with fewer than the necessary credits required for graduation or with a gpa lower than 2.0 or a gpa which puts their graduation in danger.

Person Responsible

Donald French

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Guidance notes, MTSS notes, grade report summaries

Action Step 2 **5**

Implement credit recovery virtual classes during school and provide after-school credit recovery opportunities for seniors in jeopardy of graduating on time.

Person Responsible

Donald French

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Action Step 3 **5**

Utilize Life program and or Summer School to assist students needing extended or alternative settings for making up their credits for graduation

Person Responsible

Donald French

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Evidence via reports generated through Odysseyware, gradebook grades in Focus, weekly progress reports, and progress from school based Academic Contracts.

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

Weekly attendance reports from the after-school program will be provided to the administrative team, MTSS and Guidance Counselors; Student academic performance will be monitored at the progress report and report card time periods.

Person Responsible

Donald French

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Guidance meeting minutes, MTSS minutes, attendance data from Attendance clerk and after-school program. Plan to Monitor Effectiveness of Implementation

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

MTSS will take recommendations from after-school instructors on student performance in addition to teachers during class and create academic improvement plans for seniors to keep them goal focused and on track.

Person Responsible

Donald French

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Academic Improvement Plans; MTSS Agendas/Minutes

G1.B3.S2 Meet with students to ensure they are taking the appropriate courses. When applicable, place students in courses for credit recovery or grade forgiveness through Odysseyware, Etech, or FLVS **4**

 S277843

Strategy Rationale

Providing students opportunities during the school day and after-school to recover credit on campus ensures that we can monitor progress and offer the necessary assistance.

Action Step 1 **5**

Implement credit recovery virtual classes during school and provide after-school credit recovery opportunities for seniors in jeopardy of graduating on time.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Student schedules showing placement in online courses during the school day; Seniors attending the after-school credit recovery sessions through the Boy's and Girl's Club and Saturday School.

Action Step 2 **5**

Utilize Life program and or Summer School to assist students needing extended or alternative settings for making up their credits for graduation.

Person Responsible

Wendell Butler

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Evidence via reports generated through Odysseyware, gradebook grades in Focus, weekly progress reports, and progress from school based Academic Contracts.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Weekly attendance reports from the after-school program will be provided to the administrative team, MTSS and Guidance Counselors; Student academic performance will be monitored at the progress report and report card time periods.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Guidance meeting minutes, MTSS minutes, attendance data from Attendance clerk and after-school program.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

MTSS will take recommendations from after-school instructors on student performance in addition to teachers during class and create academic improvement plans for seniors to keep them goal focused and on track.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Academic Improvement Plans; MTSS Agendas/Minutes

G2. In the 2017-2018 school year, the number of students scoring at proficiency or higher on Advanced Placement Exams, participation and performance in Dual Enrollment classes and/or Industry Certifications will increase to 60% (a total of 60% of 378 or 227 students). 1

G097596

G2.B1 Smaller number of proficient students available to take acceleration courses or earning qualifying scores on the Pert for DE/EA. 2

B262329

G2.B1.S1 Work with tenth graders and families to ensure they understand the requirements to take acceleration courses as a junior or senior. 4

S277844

Strategy Rationale

Students will understand why they are working to improve their GPA and their scores on standardized testing and will try harder thereby impacting their scores and eligibility for acceleration courses.

Action Step 1 5

Meet with sophomores with low test performance and explain the implications of continued low performance on course selection and electives.

Person Responsible

Wendell Butler

Schedule

Semiannually, from 8/23/2017 to 5/23/2018

Evidence of Completion

Progress reports and report card data.

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

Utilize quarterly data from instructional programs purchased to provide students with practice test questions similar to what will be on the exam. Likewise, use student requests and graduation requirements to ensure students have attempted an advance course (i.e. AP or Dual Enrolled) or a vocational course with an industry certification.

Person Responsible

Wendell Butler

Schedule

On 5/31/2018

Evidence of Completion

data from practice exams and student transcripts

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

Quarterly review of student data and grades in advanced courses or vocational classes to determine student success and implement additional instructional strategies to support learning.

Person Responsible

Wendell Butler

Schedule

On 5/31/2018

Evidence of Completion

Review available teacher created test data, scores generated from practice exams, etc.

G2.B1.S2 Ensure all sophomores who scored at a level 1 on the FSA math or reading are in appropriate remediation courses with ongoing data chats. 4

 S277845

Strategy Rationale

Stronger skills will ensure more students pass the state graduation tests, thereby freeing their schedule to take more engaging courses.

Action Step 1 5

Ensure that students that scored a Level 1 on either the FSA math or algebra test or the FSA ELA assessment are scheduled into remedial classes.

Person Responsible

Ginger Collins

Schedule

On 8/23/2017

Evidence of Completion

Copy of the master schedule and class lists for teachers instructing reading or intensive math.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G3. By the end of the 2017-18 school year, 50% of our students scoring in the lowest quartile (L25) will show learning gains on the FSA Algebra 1 and Geometry EOCs. 1

G097597

G3.B1 Students enter Algebra 1 and Geometry with low math skills needed to understand and be successful with the curriculum 2

B262330

G3.B1.S1 Use Algebra 1A /1B courses, taught over 2 years, to help support students identified as low performing (level 1 and level 2). Implement the use of Intensive Math as and additional remediation tool. Use Liberal Arts Math & College Readiness to support students prior to taking Geometry/Algebra 2. 4

S277846

Strategy Rationale

By providing students identified as low performing with twice the amount of time to cover Algebra 1 content during the school day, teachers will be able to provide target specific instruction through small groups and one-on-one teaching.

Action Step 1 5

Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts, and Intensive Math.

Person Responsible

Ginger Collins

Schedule

Weekly, from 6/7/2017 to 8/23/2017

Evidence of Completion

Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.

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

Counselors will monitor student test history and class schedules to ensure appropriate placement of students.

Person Responsible

Wendell Butler

Schedule

Weekly, from 6/7/2017 to 8/30/2017

Evidence of Completion

Student data, student schedules, guidance department meeting minutes.

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

Administration through SBLT will monitor student success in class and identify students needing additional interventions. Teachers of Algebra 1A/1B, Liberal Arts and Intensive Math will all monitor student success and make adjustments to help students respond to appropriate interventions.

Person Responsible

Wendell Butler

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

D/F List from report cards, student performance data from state assessments.

G3.B2 Student ability to retain information and math skills over the duration of time needed to perform well on the exam 2

 B262331

G3.B2.S1 Identify our level 2 math students within Liberal Arts and Level 1 students in Intensive Math and provide reinforcements and remediation via small group instruction and use supplemental computer resources to enrich learning. 4

 S277847

Strategy Rationale

Small group instruction will give our bubble students more opportunities to learn and provide teachers with the ability to give immediate feedback that is relevant. Furthermore, supplemental programs to extend classroom learning will prove to be a great avenue for remediation.

Action Step 1 5

Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extend classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.

Person Responsible

Michael Mullen

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Data Logs from SuccessMaker and Lesson Plans

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

Data reports show the total amount of time students have spent on the program will be analyzed

Person Responsible

Michael Mullen

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

SuccessMaker reports that will be shared at our monthly ILT meetings.

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

Teachers will run data weekly to determine student growth and areas of concern. They will then create mini lessons to reinforce the identified area.

Person Responsible

Michael Mullen

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Lesson plans, SuccessMaker reports, classroom walks

G3.B3 Attendance of low performing students 2

B262332

G3.B3.S1 Monitor student attendance through MTSS and the Data Team Reports on students missing more than 2 days. 4

S277848

Strategy Rationale

Student performance in the classroom and on state mandated assessments directly correlates to their attendance

Action Step 1 5

Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.

Person Responsible

Michael Mullen

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Weekly SBLT meetings; Monthly Instructional Leadership Meetings

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Share weekly MTSS agendas with admin team; share monthly ILT agendas with school/district staff

Person Responsible

Donald French

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

MTSS agendas; ILT agendas

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Weekly updates with admin team; Monthly meetings with attendance personnel to check for improvement/data

Person Responsible

Michael Mullen

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Attendance records; SBLT and ILT meeting minutes

G4. By the end of the 2017-2018 school year, 50% of our students will show learning gains on the Florida Standards Assessment (FSA) English Language Arts (ELA) Exam. 1

G097598

G4.B1 Student Engagement in the Classroom 2

B262333

G4.B1.S1 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading). 4

S277849

Strategy Rationale

The argument goes back to providing various opportunities for students to learn and get engaged in the learning process through differentiation.

Action Step 1 5

Promote the use of AVID and Kagan strategies schoolwide through professional development

Person Responsible

Robert Wilson

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

Evidence of Completion

n/a.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Lead teachers will provide instructional support departmentally to help implement the agreed upon strategies.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Lesson Plan Review and Instructional Walks

Person Responsible

Wendell Butler

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Nuts & Bolts documents will include domains of usefulness as well as tips for successful implementation.

G4.B2 Low Vocabulary skills among 9th and 10th Grade Student **2**

 B262334

G4.B2.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary. **4**

 S277851

Strategy Rationale

Provides teachers with opportunities to individualize instruction and set pacing guides to meet the needs of our students concerning vocabulary and literary analysis.

Action Step 1 **5**

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Person Responsible

Ginger Collins

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Focus Calendar, word walls, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Check lesson plans and perform class room walks

Person Responsible

Ginger Collins

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Teacher Conferencing with Admin and collaborative planning during department meetings will allow teachers an opportunity to discuss the implementation of the calendar and any adjustments necessary.

Person Responsible

Wendell Butler

Schedule

On 5/23/2018

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.

G4.B3 Literary Analysis skills are poor among 9th and 10th Grade Students 2

 B262335

G4.B3.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary. 4

 S277852

Strategy Rationale

Provides teachers with opportunities to individualize instruction and set pacing guides to meet the needs of our students concerning vocabulary and literary analysis.

Action Step 1 5

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Person Responsible

Ginger Collins

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Focus Calendar, word walls, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Check lesson plans and perform class room walks

Person Responsible

Ginger Collins

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Teacher conferencing with Admin and collaborative planning during department meetings will allow teachers an opportunity to discuss the implementation of the calendar and any adjustments necessary

Person Responsible

Wendell Butler

Schedule

On 5/23/2018

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.

G5. By the end of the 2017-2018 school year, 50% of our students scoring at the lowest quartile (L25) will show learning gains on the FSA ELA Exam. 1

G097599

G5.B1 Student Engagement in the Classroom 2

B262336

G5.B1.S1 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading). 4

S277853

Strategy Rationale

The argument goes back to providing various opportunities for students to learn and get engaged in the learning process through differentiation.

Action Step 1 5

Promote the use of AVID and Kagan strategies schoolwide through professional development.

Person Responsible

Robert Wilson

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

Evidence of Completion

N/a

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Lead teachers will provide instructional support departmentally to help implement the agreed upon strategies.

Person Responsible

Wendell Butler

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Lesson Plan Review and Instructional Walks

Person Responsible

Ginger Collins

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Reading Plus.

G5.B2 Low Vocabulary skills among 9th and 10th Grade Students 2

 B262337

G5.B2.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary 4

 S277855

Strategy Rationale

Provides teachers with opportunities to individualize instruction and set pacing guides to meet the needs of our students concerning vocabulary and literary analysis

Action Step 1 5

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Person Responsible

Ginger Collins

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Focus Calendar, word walls, lesson plans

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Check lesson plans and perform class room walks

Person Responsible

Ginger Collins

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Teacher Conferencing with Admin and collaborative planning during department meetings will allow teachers an opportunity to discuss the implementation of the calendar and any adjustments necessary.

Person Responsible

Wendell Butler

Schedule

On 5/23/2018

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.

G5.B3 Literary Analysis skills are poor among 9th and 10th Grade Students **2**

 B262338

G5.B3.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary. **4**

 S277856

Strategy Rationale

Provides teachers with opportunities to individualize instruction and set pacing guides to meet the needs of our students concerning vocabulary and literary analysis.

Action Step 1 **5**

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Person Responsible

Ginger Collins

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Focus Calendar, word walls, lesson plans

Plan to Monitor Fidelity of Implementation of G5.B3.S1 **6**

Check lesson plans and perform class room walks

Person Responsible

Ginger Collins

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Teacher conferencing with Admin and collaborative planning during department meetings will allow teachers an opportunity to discuss the implementation of the calendar and any adjustments necessary.

Person Responsible

Wendell Butler

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.

G6. By the end of the 2017-2018 school year, 50% of our students will show learning gains on the FSA Algebra 1 and Geometry End-of-Course (EOC) Assessments. 1

G097600

G6.B1 Students enter Algebra I and Geometry with low Math Skills needed to understand and be successful with the curriculum. 2

B262339

G6.B1.S1 Use Algebra 1A /1B courses, taught over 2 years, to help support students identified as low performing (level 1 and level 2). Implement the use of Intensive Math as and additional remediation tool. Use Liberal Arts Math & College Readiness to support students prior to taking Geometry. 4

S277857

Strategy Rationale

By providing students identified as low performing with twice the amount of time to cover Algebra 1 content during the school day, teachers will be able to provide target specific instruction through small groups and one-on-one teaching.

Action Step 1 5

Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts, and Intensive Math.

Person Responsible

Ginger Collins

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Counselors will monitor student test history and class schedules to ensure appropriate placement of students.

Person Responsible

Ginger Collins

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Student data, student schedules, guidance department meeting minutes.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Administration through ILT will monitor student success in class and identify students needing additional interventions. Teachers of Algebra 1A/1B, Liberal Arts and Intensive Math will all monitor student success and make adjustments to help students respond to appropriate interventions.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

D/F List from report cards, student performance data from state assessments.

G6.B2 Student ability to retain information and math skill over the duration of time needed to perform well on the exam. 2

 B262340

G6.B2.S1 Identify our level 2 math students within Liberal Arts and Level 1 students in Intensive Math and provide reinforcements and remediation via small group instruction and use supplemental computer resources to enrich learning. 4

 S277858

Strategy Rationale

Small group instruction will give our bubble students more opportunities to learn and provide teachers with the ability to give immediate feedback that is relevant. Furthermore, supplemental programs to extend classroom learning will prove to be a great avenue for remediation.

Action Step 1 5

Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extend classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.

Person Responsible

Michael Mullen

Schedule

Monthly, from 8/23/2017 to 5/25/2018

Evidence of Completion

Data Logs from SuccessMaker and Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Data reports show the total amount of time students have spent on the program will be analyzed

Person Responsible

Michael Mullen

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

SuccessMaker reports that will be shared at our monthly ILT meetings.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Teachers will run data weekly to determine student growth and areas of concern. They will then create mini lessons to reinforce the identified area.

Person Responsible

Michael Mullen

Schedule

Quarterly, from 8/23/2017 to 8/23/2017

Evidence of Completion

Lesson plans, SuccessMaker reports, classroom walks

G6.B3 Student attendance 2

B262341

G6.B3.S1 Monitor student attendance through MTSS and the Data Team Reports on students missing more than 2 days. 4

S277859

Strategy Rationale

Student performance in the classroom and on state mandated assessments directly correlates to their attendance

Action Step 1 5

Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.

Person Responsible

Michael Mullen

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Weekly SBLT meetings; Monthly Instructional Leadership Meetings

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Share weekly MTSS agendas with admin team; share monthly ILT agendas with school/district staff

Person Responsible

Donald French

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

MTSS agendas; ILT agendas

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Weekly updates with admin team; Monthly meetings with attendance personnel to check for improvement/data

Person Responsible

Michael Mullen

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Attendance records; SBLT and ILT meeting minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S2.MA1  M403789	[no content entered]		No Start Date		No End Date one-time
G2.B1.S2.MA1  M403790	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.A1  A374330	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts,...	Collins, Ginger	6/7/2017	Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.	8/23/2017 weekly
G6.B2.S1.MA1  M403817	Teachers will run data weekly to determine student growth and areas of concern. They will then...	Mullen, Michael	8/23/2017	Lesson plans, SuccessMaker reports, classroom walks	8/23/2017 quarterly
G2.B1.S2.A1  A374329	Ensure that students that scored a Level 1 on either the FSA math or algebra test or the FSA ELA...	Collins, Ginger	7/24/2017	Copy of the master schedule and class lists for teachers instructing reading or intensive math.	8/23/2017 one-time
G3.B1.S1.MA1  M403793	Counselors will monitor student test history and class schedules to ensure appropriate placement of...	Butler, Wendell	6/7/2017	Student data, student schedules, guidance department meeting minutes.	8/30/2017 weekly
G1.MA1  M403786	Student attendance summary, along with grades at Progress Reports (4.5 weeks) and Report Cards (9...	Collins, Ginger	8/23/2017	Evidence will show in the overall percentage of 12th grade students daily attendance; Subsequent decrease in the number of students dropping out; Behavior Improvement Plans and Academic Improvement Plans. Also, students enrolled in Smart Horizons will show acceptable progress within the program towards completing all requirements for graduation.	5/23/2018 monthly
G3.MA1  M403798	District benchmark data, teacher generated exams, reports from SuccessMaker, and other online...	Mullen, Michael	8/23/2017	Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs	5/23/2018 monthly
G4.MA1  M403805	Lesson Plans, Benchmark and Reading Plus Data	Collins, Ginger	8/23/2017	Review of lesson plans and the expectation to implement Kagan and AVID strategies into said lesson will be documented via our Oncourse Lesson Plan system each Monday Morning. The accumulation of these lessons will be rated based on the Danielson Framework for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark and achieve data quarterly to monitor student growth.	5/23/2018 weekly
G5.MA1  M403814	Lesson Plans, Benchmark and Reading Plus Data	Collins, Ginger	8/23/2017	Review of lesson plans and the expectation to implement Kagan and AVID strategies into said lesson will be documented via our Oncourse Lesson Plan system each Monday Morning. The accumulation of these lessons will be rated based on the Danielson Framework for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark and achieve data quarterly to monitor student growth.	5/23/2018 weekly
G6.MA1  M403821	District benchmark data, teacher generated exams, reports from SuccessMaker, and other online...	Mullen, Michael	8/23/2017	Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Log	5/23/2018 monthly

Manatee - 0072 - Bayshore High School - 2017-18 SIP
Bayshore High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M403778	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	Mullen, Michael	8/23/2017	Attendance records; MTSS and ILT meeting minutes	5/23/2018 weekly
G1.B1.S1.MA1 M403779	Share weekly MTSS agendas with admin team; Share weekly Admin team information with counselors and...	French, Donald	8/23/2017	MTSS agendas; Admin agendas	5/23/2018 weekly
G1.B1.S1.A1 A374321	Administrative team will monitor attendance and meet with students not meeting attendance standards.	Mullen, Michael	8/23/2017	Weekly MTSS meetings; Weekly Admin team meeting; Weekly attendance summaries by GET, Reports provided by Attendance Clerk and Registrar	5/23/2018 monthly
G1.B2.S1.MA1 M403780	Weekly progress reports and attendance reports for students enrolled in the Smart Horizons option.	French, Donald	1/10/2018	Report logs shared with Administrative team and MTSS team to discuss effectiveness of student use and additional interventions needed to maximize success.	5/23/2018 weekly
G1.B2.S1.MA1 M403781	Administrative team, College and Career Adviser, Graduation Coach and Guidance Counselors will meet...	Gilley, Angelia	1/10/2018	Reports generated from the Smart Horizons Platform on student progress.	5/23/2018 monthly
G1.B2.S1.A1 A374322	Administrative team, College and Career Adviser and Guidance Counselors will meet and track student...	Gilley, Angelia	1/10/2018	Reports of student progress	5/23/2018 monthly
G1.B3.S1.MA1 M403782	MTSS will take recommendations from after-school instructors on student performance in addition to...	French, Donald	8/23/2017	Academic Improvement Plans; MTSS Agendas/Minutes	5/23/2018 weekly
G1.B3.S1.MA1 M403783	Weekly attendance reports from the after-school program will be provided to the administrative...	French, Donald	8/23/2017	Guidance meeting minutes, MTSS minutes, attendance data from Attendance clerk and after-school program. Plan to Monitor Effectiveness of Implementation	5/23/2018 weekly
G1.B3.S1.A1 A374323	Identify students with fewer than the necessary credits required for graduation or with a gpa lower...	French, Donald	8/23/2017	Guidance notes, MTSS notes, grade report summaries	5/23/2018 monthly
G1.B3.S1.A2 A374324	Implement credit recovery virtual classes during school and provide after-school credit recovery...	French, Donald	8/23/2017		5/23/2018 weekly
G1.B3.S1.A3 A374325	Utilize Life program and or Summer School to assist students needing extended or alternative...	French, Donald	8/23/2017	Evidence via reports generated through Odysseyware, gradebook grades in Focus, weekly progress reports, and progress from school based Academic Contracts.	5/23/2018 quarterly
G2.B1.S1.A1 A374328	Meet with sophomores with low test performance and explain the implications of continued low...	Butler, Wendell	8/23/2017	Progress reports and report card data.	5/23/2018 semiannually
G3.B1.S1.MA1 M403792	Administration through SBLT will monitor student success in class and identify students needing...	Butler, Wendell	8/23/2017	D/F List from report cards, student performance data from state assessments.	5/23/2018 monthly
G3.B2.S1.MA1 M403794	Teachers will run data weekly to determine student growth and areas of concern. They will then...	Mullen, Michael	8/23/2017	Lesson plans, SuccessMaker reports, classroom walks	5/23/2018 weekly
G3.B2.S1.MA1 M403795	Data reports show the total amount of time students have spent on the program will be analyzed	Mullen, Michael	8/23/2017	SuccessMaker reports that will be shared at our monthly ILT meetings.	5/23/2018 monthly
G3.B2.S1.A1 A374331	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math...	Mullen, Michael	8/23/2017	Data Logs from SuccessMaker and Lesson Plans	5/23/2018 weekly
G3.B3.S1.MA1 M403796	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	Mullen, Michael	8/23/2017	Attendance records; SBLT and ILT meeting minutes	5/23/2018 weekly

Manatee - 0072 - Bayshore High School - 2017-18 SIP
Bayshore High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1 M403797	Share weekly MTSS agendas with admin team; share monthly ILT agendas with school/district staff	French, Donald	8/23/2017	MTSS agendas; ILT agendas	5/23/2018 weekly
G3.B3.S1.A1 A374332	Identify students with 2 or more absences utilizing attendance and teacher records as well as input...	Mullen, Michael	8/23/2017	Weekly SBLT meetings; Monthly Instructional Leadership Meetings	5/23/2018 weekly
G4.B1.S1.MA1 M403799	Lesson Plan Review and Instructional Walks	Butler, Wendell	8/23/2017	Nuts & Bolts documents will include domains of usefulness as well as tips for successful implementation.	5/23/2018 monthly
G4.B1.S1.MA1 M403800	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	Butler, Wendell	8/23/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.	5/23/2018 weekly
G4.B1.S1.A1 A374333	Promote the use of AVID and Kagan strategies schoolwide through professional development	Wilson, Robert	8/23/2017	n/a.	5/23/2018 quarterly
G4.B2.S1.MA1 M403801	Teacher Conferencing with Admin and collaborative planning during department meetings will allow...	Butler, Wendell	8/23/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/23/2018 one-time
G4.B2.S1.MA1 M403802	Check lesson plans and perform class room walks	Collins, Ginger	8/23/2017	Lesson review via Oncourse; Administrative classroom walks	5/23/2018 monthly
G4.B2.S1.A1 A374334	Based on the data, we will create a monthly instructional focus across content areas to help...	Collins, Ginger	8/23/2017	Focus Calendar, word walls, lesson plans	5/23/2018 monthly
G4.B3.S1.MA1 M403803	Teacher conferencing with Admin and collaborative planning during department meetings will allow...	Butler, Wendell	8/23/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/23/2018 one-time
G4.B3.S1.MA1 M403804	Check lesson plans and perform class room walks	Collins, Ginger	8/23/2017	Lesson review via Oncourse; Administrative classroom walks	5/23/2018 monthly
G4.B3.S1.A1 A374335	Based on the data, we will create a monthly instructional focus across content areas to help...	Collins, Ginger	8/23/2017	Focus Calendar, word walls, lesson plans	5/23/2018 monthly
G5.B1.S1.MA1 M403806	Lesson Plan Review and Instructional Walks	Collins, Ginger	8/23/2017	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Reading Plus.	5/23/2018 monthly
G5.B1.S1.MA1 M403807	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	Butler, Wendell	8/23/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as	5/23/2018 quarterly

Manatee - 0072 - Bayshore High School - 2017-18 SIP
Bayshore High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				observations will provide snapshots into the implementation process.	
G5.B1.S1.A1 A374336	Promote the use of AVID and Kagan strategies schoolwide through professional development.	Wilson, Robert	8/23/2017	N/a	5/23/2018 quarterly
G5.B2.S1.MA1 M403810	Teacher Conferencing with Admin and collaborative planning during department meetings will allow...	Butler, Wendell	8/23/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/23/2018 one-time
G5.B2.S1.MA1 M403811	Check lesson plans and perform class room walks	Collins, Ginger	8/23/2017	Lesson review via Oncourse; Administrative classroom walks	5/23/2018 monthly
G5.B2.S1.A1 A374340	Based on the data, we will create a monthly instructional focus across content areas to help...	Collins, Ginger	8/23/2017	Focus Calendar, word walls, lesson plans	5/23/2018 monthly
G5.B3.S1.MA1 M403812	Teacher conferencing with Admin and collaborative planning during department meetings will allow...	Butler, Wendell	8/23/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/23/2018 monthly
G5.B3.S1.MA1 M403813	Check lesson plans and perform class room walks	Collins, Ginger	8/23/2017	Lesson review via Oncourse; Administrative classroom walks	5/23/2018 monthly
G5.B3.S1.A1 A374341	Based on the data, we will create a monthly instructional focus across content areas to help...	Collins, Ginger	8/23/2017	Focus Calendar, word walls, lesson plans	5/23/2018 monthly
G6.B1.S1.MA1 M403815	Administration through ILT will monitor student success in class and identify students needing...	Butler, Wendell	8/23/2017	D/F List from report cards, student performance data from state assessments.	5/23/2018 weekly
G6.B1.S1.MA1 M403816	Counselors will monitor student test history and class schedules to ensure appropriate placement of...	Collins, Ginger	8/23/2017	Student data, student schedules, guidance department meeting minutes.	5/23/2018 weekly
G6.B1.S1.A1 A374342	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts,...	Collins, Ginger	8/23/2017	Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.	5/23/2018 weekly
G6.B2.S1.MA1 M403818	Data reports show the total amount of time students have spent on the program will be analyzed	Mullen, Michael	8/23/2017	SuccessMaker reports that will be shared at our monthly ILT meetings.	5/23/2018 weekly
G6.B3.S1.MA1 M403819	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	Mullen, Michael	8/23/2017	Attendance records; SBLT and ILT meeting minutes	5/23/2018 weekly
G6.B3.S1.MA1 M403820	Share weekly MTSS agendas with admin team; share monthly ILT agendas with school/district staff	French, Donald	8/23/2017	MTSS agendas; ILT agendas	5/23/2018 weekly
G6.B3.S1.A1 A374344	Identify students with 2 or more absences utilizing attendance and teacher records as well as input...	Mullen, Michael	8/23/2017	Weekly SBLT meetings; Monthly Instructional Leadership Meetings	5/23/2018 weekly

Manatee - 0072 - Bayshore High School - 2017-18 SIP
Bayshore High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.MA1 M403784	MTSS will take recommendations from after-school instructors on student performance in addition to...	Butler, Wendell	8/23/2017	Academic Improvement Plans; MTSS Agendas/Minutes	5/23/2018 weekly
G1.B3.S2.MA1 M403785	Weekly attendance reports from the after-school program will be provided to the administrative...	Butler, Wendell	8/23/2017	Guidance meeting minutes, MTSS minutes, attendance data from Attendance clerk and after-school program.	5/23/2018 weekly
G1.B3.S2.A1 A374326	Implement credit recovery virtual classes during school and provide after-school credit recovery...	Butler, Wendell	8/23/2017	Student schedules showing placement in online courses during the school day; Seniors attending the after-school credit recovery sessions through the Boy's and Girl's Club and Saturday School.	5/23/2018 weekly
G1.B3.S2.A2 A374327	Utilize Life program and or Summer School to assist students needing extended or alternative...	Butler, Wendell	8/23/2017	Evidence via reports generated through Odysseyware, gradebook grades in Focus, weekly progress reports, and progress from school based Academic Contracts.	5/23/2018 quarterly
G6.B2.S1.A1 A374343	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math...	Mullen, Michael	8/23/2017	Data Logs from SuccessMaker and Lesson Plans	5/25/2018 monthly
G2.MA1 M403791	Review of Quarterly Assessments, Benchmark tests, teacher created tests, Industry Certification and...	Collins, Ginger	8/10/2017		5/31/2018 quarterly
G2.B1.S1.MA1 M403787	Quarterly review of student data and grades in advanced courses or vocational classes to determine...	Butler, Wendell	8/10/2017	Review available teacher created test data, scores generated from practice exams, etx.	5/31/2018 one-time
G2.B1.S1.MA1 M403788	Utilize quarterly data from instructional programs purchased to provide students with practice test...	Butler, Wendell	8/25/2017	data from practice exams and student transcripts	5/31/2018 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administrative team will monitor attendance and meet with students not meeting attendance standards.				\$0.00
2	G1.B2.S1.A1	Administrative team, College and Career Adviser and Guidance Counselors will meet and track student progress on a weekly basis to ensure they are staying committed to the program.				\$0.00
3	G1.B3.S1.A1	Identify students with fewer than the necessary credits required for graduation or with a gpa lower than 2.0 or a gpa which puts their graduation in danger.				\$0.00
4	G1.B3.S1.A2	Implement credit recovery virtual classes during school and provide after-school credit recovery opportunities for seniors in jeopardy of graduating on time.				\$31,462.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0072 - Bayshore High School	Title, I Part A		\$31,462.00
5	G1.B3.S1.A3	Utilize Life program and or Summer School to assist students needing extended or alternative settings for making up their credits for graduation				\$0.00
6	G1.B3.S2.A1	Implement credit recovery virtual classes during school and provide after-school credit recovery opportunities for seniors in jeopardy of graduating on time.				\$0.00
7	G1.B3.S2.A2	Utilize Life program and or Summer School to assist students needing extended or alternative settings for making up their credits for graduation.				\$0.00
8	G2.B1.S1.A1	Meet with sophomores with low test performance and explain the implications of continued low performance on course selection and electives.				\$0.00
9	G2.B1.S2.A1	Ensure that students that scored a Level 1 on either the FSA math or algebra test or the FSA ELA assessment are scheduled into remedial classes.				\$0.00
10	G3.B1.S1.A1	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts, and Intensive Math.				\$0.00
11	G3.B2.S1.A1	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extent classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.				\$0.00
12	G3.B3.S1.A1	Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.				\$0.00
13	G4.B1.S1.A1	Promote the use of AVID and Kagan strategies schoolwide through professional development				\$0.00
14	G4.B2.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text				\$0.00

Manatee - 0072 - Bayshore High School - 2017-18 SIP
Bayshore High School

		(fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.				
15	G4.B3.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.				\$0.00
16	G5.B1.S1.A1	Promote the use of AVID and Kagan strategies schoolwide through professional development.				\$235,014.47
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		0072 - Bayshore High School	Title, I Part A		\$235,014.47
17	G5.B2.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.				\$0.00
18	G5.B3.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.				\$0.00
19	G6.B1.S1.A1	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts, and Intensive Math.				\$0.00
20	G6.B2.S1.A1	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extent classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.				\$0.00
21	G6.B3.S1.A1	Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.				\$0.00
					Total:	\$266,476.47