

Bay District Schools

A. Crawford Mosley High School



2018-19 Schoolwide Improvement Plan

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A. Crawford Mosley High School

501 MOSLEY DR, Lynn Haven, FL 32444

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a diverse student body with the knowledge and skills necessary to succeed in an increasingly complex and technological society.

Provide the school's vision statement.

A national LEADER in education where every student will be successful.

School Leadership Team

Membership

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

Name	Title
Bullock, Brian	Principal
Hair, Jody	Teacher, K-12
Hastings, Missie	Teacher, K-12
Lang, Maria	Assistant Principal
Collier, Jenny	Teacher, K-12
Geer, Lisa	Teacher, K-12
Burgans, Gena	Assistant Principal
Lachina, Durray	Teacher, K-12
Sale, Marcus	Teacher, K-12
Davis, James	Teacher, K-12
McConnell, Stephanie	School Counselor
Grainger, Ellen	Dean

Duties

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

School Leadership Team: Administrators - Brian Bullock, Maria Lang, Gena Burgans and Ellen Grainger. Team members are teacher representatives from all core curriculum areas who meet monthly to discuss school improvement, professional development offerings, Tier I Behavior Plan and discipline data, and other issues relevant to the students at Mosley High School.

Early Warning Systems

Year 2017-18

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	63	99	75	96	333
One or more suspensions	0	0	0	0	0	0	0	0	0	71	99	59	52	281
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	9	63	55	50	177
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	108	100	43	25	276

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	60	95	67	44	266

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	30	18	8	0	56
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	17	20	20	8	65

Date this data was collected

Monday 9/3/2018

Year 2016-17 - As Reported

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	52	67	54	139	312
One or more suspensions	0	0	0	0	0	0	0	0	0	28	34	18	13	93
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	68	28	39	140
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	22	77	36	59	194

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	22	77	36	59	194

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	52	67	54	139	312
One or more suspensions	0	0	0	0	0	0	0	0	0	28	34	18	13	93
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	68	28	39	140
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	22	77	36	59	194

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	22	77	36	59	194

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest for 2017-2018 is a tie between Grade 9 and Grade 10 Learning Gains of the Lowest 25% in ELA with 34% for both grades reported. Yes, this is a trend with 2016-2017 data components reporting Grade 9 Learning Gains of the Lowest 25% in ELA at 34% and Grade 10 Learning Gains of the Lowest 25% in ELA at 28%.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year is Grade 9 Algebra I EOC Achievement which dropped from 73% in 2016-2017 to 53% in 2017-2018.

Which data component had the biggest gap when compared to the state average?

The data component with the biggest gap when compared to the state average is in Algebra I EOC Achievement with the state reporting 62% and Mosley reporting 53%. This percentage for Mosley is down 20 points from the 2016-2017 school year when the data component was reported at 73%.

Which data component showed the most improvement? Is this a trend?

There is a four-way tie for the data components that showed the most improvement. Biology I Achievement increased from 72% in 2016-2017 to 78% in 2017-2018. Grade 10 Learning Gains in ELA increased from 44% in 2016-2017 to 50% in 2017-2018. Grade 10 Learning Gains in Geometry increased from 50% in 2016-2017 to 56% in 2017-2018 and Grade 10 Learning Gains of the Lowest 25% in ELA increased from 28% in 2016-2017 to 34% in 2017-2018.

Describe the actions or changes that led to the improvement in this area.

Biology I Achievement - Extensive data analysis including identification of struggling learners in the areas of reading and science. Focused teacher training - Biology teachers attended weekly PLC meetings where successful instructional strategies were shared. Frequent monitoring of student progress

and the use of common assessments designed with an emphasis on cognitive complexity/DOK enabled teachers to clearly communicate student progress on Biology I state standards.

Grade 10 Learning Gains in ELA - Diagnostic tests were given to assess student needs and curriculum was built around needs assessment results. Provided FSA tutoring sessions. Utilized weekly cold reads.

Grade 10 Learning Gains in Geometry - Teachers focused on common planning to ensure all classes were being taught to the same level of expectations. Common planning time was used to develop common formative work, align grading practices, create common summative assessments, and share effective teaching strategies.

Grade 10 Learning Gains of the Lowest 25% in ELA - Diagnostic tests were given to assess student needs and curriculum was built around needs assessment results. Provided FSA tutoring sessions. Utilized weekly cold reads. The utilization of Achieve 3000 was added for our struggling 9th and 10th graders.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	55%	56%	57%	51%	52%
ELA Learning Gains	50%	50%	53%	48%	46%	46%
ELA Lowest 25th Percentile	34%	37%	44%	30%	33%	38%
Math Achievement	62%	61%	51%	65%	54%	43%
Math Learning Gains	56%	62%	48%	56%	48%	39%
Math Lowest 25th Percentile	47%	59%	45%	52%	46%	38%
Science Achievement	78%	67%	67%	57%	65%	65%
Social Studies Achievement	81%	74%	71%	78%	72%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	63 (52)	99 (67)	75 (54)	96 (139)	333 (312)
One or more suspensions	71 (28)	99 (34)	59 (18)	52 (13)	281 (93)
Course failure in ELA or Math	9 (5)	63 (68)	55 (28)	50 (39)	177 (140)
Level 1 on statewide assessment	108 (22)	100 (77)	43 (36)	25 (59)	276 (194)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	60%	54%	6%	53%	7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	59%	51%	8%	52%	7%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	57%	52%	5%	53%	4%
	2017	52%	48%	4%	50%	2%
Same Grade Comparison		5%				
Cohort Comparison		-2%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	76%	64%	12%	65%	11%
2017	71%	65%	6%	63%	8%
Compare		5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	80%	73%	7%	68%	12%
2017	81%	73%	8%	67%	14%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	64%	-10%	62%	-8%
2017	72%	62%	10%	60%	12%
Compare		-18%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	68%	62%	6%	56%	12%
2017	68%	60%	8%	53%	15%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	30	24	22	36	35	58	40		90	28
ASN	50	46		90							
BLK	30	33	27	38	29	38	47	58		65	40
HSP	44	48	50	59	68		81	90		96	46
MUL	63	55	31	61	45	40	82	100		88	53
WHT	65	53	35	66	60	50	81	81		86	64
FRL	43	41	34	50	48	40	67	70		73	42
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	19	16	39	33	30	28	63		78	24
ASN	44	33		82	38		67				
BLK	31	26	16	56	44	41	48	58		85	31
HSP	57	48		70	56	33	74	88		100	42
MUL	65	53	45	78	59	45	80	88		86	42
WHT	58	47	35	72	53	46	74	87		87	67
FRL	37	38	30	64	49	44	59	70		76	45

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ACADEMIC - Grade 9 Algebra I Achievement
Rationale	This Area of Focus was identified first through the review and comparison of data from the 2016-2017 results and the 2017-2018 results. We further confirmed the critical need to address this particular area by completing the CIMS Needs Assessment/Analysis. This Area of Focus impacts student learning and success because 141 of our 9th Grade students, or 47 percent, scored below the proficiency level on the Algebra I state assessment for the 2017-2018 school year. Since passing the Algebra I EOC is a requirement for graduation for all students, it is of utmost importance to the faculty and staff at Mosley High School that we provide the necessary interventions to give every student the best opportunity to be successful.
Intended Outcome	Increase the percentage of Grade 9 students scoring at or above the proficiency level on the Algebra I EOC. We are aiming to return to or exceed our 2016-2017 results of 73% percent.
Point Person	Gena Burgans (burgaga@bay.k12.fl.us)
Action Step	
Description	Based on 8th Grade FSA results of Levels 1 and 2, current 9th Grade students were scheduled into Algebra IA for the 2018-2019 school year with one of two new teachers who were recruited over the summer based on their VAM scores in the area of mathematics. Administration will utilize progress monitoring results to gauge student improvement throughout the year. If expected improvements are documented, administration will consider looping these same teachers with the students to 10th grade to complete Algebra IB during the 2019-2020 school year. This approach provides our struggling students with the best opportunity to utilize two years worth of instruction in order to become proficient and pass this required EOC for graduation purposes.
Person Responsible	Maria Lang (langmh@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	PLC planning time Subject area common assessments (Algebra IA) Common alignment to traditional Algebra I on-level courses for curriculum taught in IA Quarterly district common assessments Monitoring daily lesson plans Use of common formative and summative assessments Documented classroom walkthroughs Consistent implementation of Assessment Principles and Practices (APP) Use of common syllabi for all Algebra IA courses/teachers Departmental tutoring opportunities specific to subject area for all students
Person Responsible	Kristi Denery (denerkn@bay.k12.fl.us)

Activity #2

Title	BEHAVIOR - Develop and Implement a School-Wide Tier I Behavior Plan This Area of Focus was identified by reviewing our Early Warning Systems data specifically as it relates to students with one or more suspensions for the 2017-18 school year. By reviewing additional data elements, we identified the main reasons students are sent to the office for a disciplinary infraction.
Rationale	Developing school-wide behavioral expectations will decrease the incidents of office discipline referrals (ODRs) thus creating a safe learning environment that will ultimately lead to improved student achievement. We will reduce barriers to learning and increase the motivation to achieve by speaking a common language and being consistent with behavioral expectations.
Intended Outcome	Reduce disruptive behavior resulting in ODRs and build a positive school climate by developing and implementing a school-wide Tier I Behavior Plan. We will reduce ODRs by 10% for 2018-2019 when compared to 2017-2018 data.
Point Person	Ellen Grainger (graine@bay.k12.fl.us)

Action Step

Description	To improve behavior and motivation, staff can manipulate the five variables outlined in the Positive Behavior Support system guidelines. Below, we have listed our actions steps and identified which variable each action step supports. 1. Display "Ride the Wave" posters - WAVE stands for We Show Respect - We Act Responsibly - Value Integrity - Everyone is Safe (Structure/Teach/Interact Positively)) 2. Utilize Attendance postcards (Teach/Correct) 3. Continue utilizing the Student Assistance Team (Structure/Interact Positively/Observe) 4. Implement BDS360 (Structure/Teach/Observe/Interact Positively/Correct) 5. Establish School MTSS Behavior Team (Structure/Interact Positively/Observe) 6. Continue utilizing Character Keys (Teach/Observe/Interact Positively) 7. Continue utilizing Sonny's "Big Deal" program (Observe/Interact Positively)
Person Responsible	Ellen Grainger (graine@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description	The MTSS Behavior Team and Student Assistance Team (SAT) will monitor ODR data every 4 1/2 weeks to begin identifying trends as well as to develop strategies to be implemented to address the major areas of concern. If at the end of the 2018-19 school year, the overall number of ODRs has been reduced by at least 10% from the 2017-18 numbers, we will have achieved our intended outcome.
Person Responsible	Ellen Grainger (graine@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Administration plans to increase the number of completed climate surveys by parents. Administration uses tools such as Facebook, Twitter, IRIS phone alerts, e-mails, flyers, and letters to communicate with families. Parents have access to their students' progress through the parent portal.

PFEP Link

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

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.

Each student is assigned a guidance counselor that is available when students are in need. Administration also counsels with students and offers opportunities to meet with additional counselors and mentors. The armed forces have representatives that are available to meet with students of members of the armed forces.

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

Mosley conducts orientation sessions for incoming freshmen at the start of the school year. Mosley also conducts grade-level assemblies near the start of the school year. Guidance counselors and administration meet with upper-classmen to discuss post-high school options.

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 MTSS Leadership Team is comprised of 9th and 10th grade teachers. Bay District Schools implemented MTSS in the secondary setting with 9th grade for the 2011-2012 school year and added the 10th grade in the 2012-2013 school year. Our Leadership Team is a team of teachers that share a common interest in seeing the successful implementation of MTSS on the Mosley campus. Members meet during the school year to discuss and review any MTSS data. The Leadership Team will share information with the school's leadership team (MULET Mosley Unified Leadership Educational Team), the Literacy Team, and Department Chairs.

Our CTE program provides training for students in the areas of cyber security, computer gaming, programming, marketing. Our culinary and life management programs offer training in the areas of food and nutrition. Our co-op program allows students to receive real-world job experience.

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

Elective courses that are offered to students for future employment or job skill training include: Culinary Operations, Television Production, Marketing, Marketing Co-op, Computer Programming, Computer Applications, Cyber Security, Web Design, Marine Corps JROTC, and Internships. Students are encouraged to select these classes through their guidance counselors and homeroom teachers. Students are also exposed to these elective courses throughout the year as the classes participate in school wide activities. Each year, our guidance department holds a Registration Rally for students to receive information relative to the electives and possible course options so that course selection was

based on personal interest. Students may also split their time between Mosley and Haney Technical Center in order to pursue vocational training.

Part V: Budget

Total:

\$0.00