Bayside High School

2020-21 Schoolwide Improvement Plan

Table of Contents

Bayside High School

14405 49TH ST N, Clearwater, FL 33762

http://www.bayside-hs.pinellas.k12.fl.us

Demographics

Principal: Erin Savage

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Bayside High School

14405 49TH ST N, Clearwater, FL 33762

http://www.bayside-hs.pinellas.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Pinellas 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.

Bayside High School educates and prepares students for post-secondary experiences and life through a supportive and caring environment.

Provide the school's vision statement.

100% student success.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Coffin, Dawn	Principal	Oversees the day to day operations of the school.
Kretz, Darrell	Assistant Principal	Oversees the day to day operations of the school.

Demographic Information

Principal start date
Saturday 7/1/2017, Erin Savage

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
17

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12

Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	20	87	159	266
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	13	62	131	206
One or more suspensions	0	0	0	0	0	0	0	0	0	7	28	14	7	56
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	2	13	21	14	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	13	21	14	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	11	51	60	124

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	0	0	0	38	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	5	4	9	19

Date this data was collected or last updated

Monday 6/29/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	11	52	85	114	262
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	56	66	104	243
One or more suspensions	0	0	0	0	0	0	0	0	0	3	21	29	17	70
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	4	15	2	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	18	40	35	25	118

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	8	38	65	52	163

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	0	1	29	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	9	10	20

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	11	52	85	114	262
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	56	66	104	243
One or more suspensions	0	0	0	0	0	0	0	0	0	3	21	29	17	70
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	4	15	2	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	18	40	35	25	118

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	8	38	65	52	163

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	0	1	29	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	9	10	20

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	56%	0%	49%	53%
ELA Learning Gains	0%	51%	51%	0%	48%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	41%	41%
Math Achievement	0%	45%	51%	0%	46%	49%
Math Learning Gains	0%	44%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	41%	45%	0%	38%	39%
Science Achievement	0%	64%	68%	0%	63%	65%
Social Studies Achievement	0%	71%	73%	0%	67%	70%

Indicator	Grade Level (prior year reported)				Total
	9	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey (table title above)

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	2019	0%	54%	-54%	55%	-55%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	7%	53%	-46%	53%	-46%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		7%				
Cohort Comparison		7%				

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
2019	22%	62%	-40%	67%	-45%
2018	4%	63%	-59%	65%	-61%
Compare		18%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	70%	-62%	70%	-62%
2018	6%	70%	-64%	68%	-62%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	55%	-55%	61%	-61%
2018	20%	57%	-37%	62%	-42%
Compare		-20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	2%	56%	-54%	57%	-55%
2018	5%	56%	-51%	56%	-51%
Compare		-3%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD										42	
BLK								4		42	
HSP										54	
WHT							15	12		40	
FRL							10	5		43	
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	11
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	68
Total Components for the Federal Index	6
Percent Tested	70%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	12
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	13
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	12
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

All of our data points are low, we are a drop out prevention school. Our students perform better on alternative assessments - SAT/ACT/PERT in order to meet graduation requirements.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

All of our data points are low, we are a drop out prevention school. Our students perform better on alternative assessments - SAT/ACT/PERT in order to meet graduation requirements.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All of our data points are low, we are a drop out prevention school. Our students perform better on alternative assessments - SAT/ACT/PERT in order to meet graduation requirements.

Which data component showed the most improvement? What new actions did your school take in this area?

Graduation rate. Building relationships and attendance. Implemented PBIS.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance. It is difficult to improve these data points if students aren't coming to school.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. graduation rate
2. CRT/Engaging instruction
3. Attendance
4. Career certifications

.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	1. Our current level of performance (grad rate) is 66% of students meeting ELA grad requirements. 2. We expect our performance level to be 70% by end of 2020-2021 school year. 3. The problem/gap is occurring because students are not gaining the fundamentals to pass the ELA FSA for various reasons - attendance, non-engagement, importance.
Measurable Outcome:	We expect our performance level to be 70% by end of 2020-2021 school year.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Strengthen staff ability to engage students in complex tasks. Enhance staff ability to identify critical content from the standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

1. Teachers will engage in professional development on culturally relevant teaching practices.
2. Teachers will engage professional development on restorative practices.
3. Teachers will engage professional development on equity practices
4. Teachers will attend Core Connections, Building Assessment and Performance Matters trainings. Administrators will monitor for implementation of learning routinely and provide feedback. This training will mitigate writing deficits students may have as they enter the new school year.
5. Teachers will PLC with content specialist and staff developers to make data driven instructional decisions and learn best practices. Administrators will monitor for implementation. Students will receive differentiated instruction aligned to their needs.
6. Students will attend ELP and tutoring.
7. Teachers will create a common make-up work system. Administrators will monitor for implementation and barriers to the work and provide feedback. Students will have a consistent process in place for completing missed work.
8. Teachers will implement new SAT quarterly practices, ACT and SAT modules, and follow the SATPractice.org district model for all grade levels. Administrators will monitor for implantation and provide feedback. Students ill have routine practice opportunities for the ACT and SAT.
9. Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.
10. Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the ELA standards and by incorporating AVID's WICOR learning support strategies.
11. Reading teachers will attend professional development, specifically including quarterly binders, Nearpod, Reading Plus, and Method Test Prep. Teachers will apply learning from these sessions and utilize exemplar lessons and assessments with students.
12. Reading teachers will use data from reading programs and student tracking sheets to adjust instruction and guide development of actions steps in PLC's.
13. Reading teachers conduct weekly data and goal setting chats with students regarding reading cycle assessments and in-class progress. Teachers and student will use district-provided tracking and goal

setting sheets to guide these chats.

14. New instructors will receive embedded instructional support with ELA ISDs.

15. Administrators will monitor and provide feedback on all the above

Person Responsible   Darrell Kretz (kretzd@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	1. Our current level of performance is 66% of students meeting graduation requirements for Algebra and or concordant score, as evidenced by grad requirements. 2. We expect our graduation level to be 70% by end of 2020-2021 school year. 3. The problem/gap is occurring because students are not retaining the information to be able to pass Algebra due to lack of attendance and engagement.
Measurable Outcome:	The percent of all students passing the algebra EOC requirements and or concordant score will increase from 66% to 70%, as measured by the 20/21 grad rate.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

1. Teachers will engage in professional development on culturally relevant teaching practices.
2. Teachers will engage professional development on restorative practices.
3. Teachers will engage professional development on equity practices.
4. Have teachers to attend the district professional development and administrator will monitor implementation.
5. Teachers will PLC with content specialist and staff developers to make data driven instructional decisions and learn best practices. Administrators will monitor for implementation. Students will receive differentiated instruction aligned to their needs.
6. Students will attend ELP and tutoring.
7. Teachers will create a common make-up work system. Administrators will monitor for implementation and barriers to the work and provide feedback. Students will have a consistent process in place for completing missed work.
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Teachers will incorporate PSAT, SAT and ACT math practice skills into their courses. This will help prepare students for success on college readiness and state assessments.
12. Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.
13. Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards and by incorporating AVID's WICOR learning support strategies
14. Administrators will monitor and provide feedback on all the above.

Person Responsible   Darrell Kretz (kretzd@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	1. Our current level of performance is 22%, as evidenced in end of the EOC requirements. 2. We expect our performance level to be 35% by end of the 2020-2021 school year. 3. The problem/gap is occurring because student are not meeting the EOC requirements for science as they are not engaged in the curriculum or attending school on a regular basis.
Measurable Outcome:	35% of students taking the Science EOC in Biology will earn a level 3 or above.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Strengthen staff practice to utilize questions to help students elaborate on content. Strengthen staff ability to engage students in complex tasks. Enhance staff ability to identify critical content from the standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

1. Teachers will engage in professional development on culturally relevant teaching practices.
2. Teachers will engage professional development on restorative practices.
3. Teachers will engage professional development on equity practices.
4. Teachers will attend ADI PD and implement associated lessons. Teachers will monitor the desired effect of increased formative and summative scores on related content
5. Teachers will PLC with content specialist and staff developers to make data driven instructional decisions and learn best practices. Administrators will monitor for implementation. Students will receive differentiated instruction aligned to their needs.
6. Students will attend ELP and tutoring.
7. Teachers will create a common make-up work system. Administrators will monitor for implementation and barriers to the work and provide feedback. Students will have a consistent process in place for completing missed work.
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Teachers will collaborate in PLCs with other EAS teachers for identifying critical content, planning lessons at appropriate rigor and utilizing engagement applicable WICOR and engagement strategies.
12. Teachers will consistently and routinely use Pearson Savvas, HSSC Biology site and other electronic resources. Teachers will monitor the desired effect of increased formative and summative scores on related content.
13. Administrators will monitor and provide feedback on all the above.

Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	1. Our current level of performance is 8% of students that are a level 3 or above on the EOC. 2. We expect our performance level to be 35% by the end of the 2020-2021 school year. 3. The problem/gap is occurring because students are not completing EOC requirements for social studies.
Measurable Outcome:	Bayside will have 35% of students making a level 3 or above on the EOC.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Strengthen staff practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

1. Teachers will engage in professional development on culturally relevant teaching practices.
2. Teachers will engage professional development on restorative practices.
3. Teachers will engage professional development on equity practices.
4. Have teachers to attend the district professional development and administrator will monitor implementation.
5. Teachers will PLC with content specialist and staff developers to make data driven instructional decisions and learn best practices. Administrators will monitor for implementation. Students will receive differentiated instruction aligned to their needs.
6. Students will attend ELP and tutoring.
7. Teachers will create a common make-up work system. Administrators will monitor for implementation and barriers to the work and provide feedback. Students will have a consistent process in place for completing missed wo
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Teachers will incorporate PSAT, SAT and ACT practice skills into their courses. This will help prepare students for success on college readiness and state assessments.
12. Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.
13. Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the Social Studies standards and by incorporating AVID's WICOR learning support strategies.
14. Teachers include AVID CRT strategies into daily lesson plans that support students at all levels.
15. Teachers receive professional development around inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.
16. Teachers ill continue to integrate literacy standards into the social studies content via Document Based Question (DBQ) Project materials and Stanford History Education Group (SHEG) lessons.
17. Teachers regularly incorporate knowledge check (formative assessments) and use the collected data to gauge student progress toward mastery of the course content.
18. Teachers meet in monthly PLC's to review student data and plan action steps related to identify areas of strength or areas identified as needing improvement; or to develop lessons that meet the rigor of the course benchmark.
19. Teachers conduct frequent data chars with students to offer support for student achievement and individualized goal setting.
20. Administrators will monitor and provide feedback on all the above

Person Responsible   Darrell Kretz (kretzd@pcsb.org)

#5. Other specifically relating to College and Career Readiness

Area of Focus Description and Rationale:	1. Our current level of performance is 11 students completing future plans, as evidenced in future plans report. 2. We expect our performance level to be at 100% by end of the 2020-2021 school year. 3. The problem/gap is occurring because students do not understand the value of the program.
Measurable Outcome:	The number of all students completing Naviance/future plans will increase to 100% as measured by future plans report.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Students will be brought to the lab to complete their plans and the guidance team will educate them on the importance of doing so.
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

1. Continue professional development on culturally relevant teaching practices.
2. Continue professional development on restorative practices.
3. Continue professional development on equity practices.
4. Encourage teachers to attend the district professional development.
5. Bring in content area specialist to assist in helping teachers improve their pedagogy.
6. Encourage students to attend ELP and tutoring.
7. Continue to encourage students to make up work for previous quarters and or grade forgiveness.
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Focus PLCs on best practices and data.
12. Monitor all of the above.

Person Responsible   Darrell Kretz (kretzd@pcsb.org)

#6. Other specifically relating to Graduation Rate	
Area of Focus Description and Rationale:	1. Our current level of performance is 66% graduation rate, as evidenced in Students meeting graduation requirements. 2. We expect our performance level to be 70% by 8/01/21. 3. The problem/gap is occurring because students are not meeting core requirements in time to graduate on time.
Measurable Outcome:	The graduation rate will be 70% by 8/1/21.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Intensify graduation committee focus on data to plan interventions and supports for individual students. Strengthen staff practice to communicate and engage students and families in planning when students are not on- track to graduate. Strengthen staff ability to engage students for on-track promotion throughout high school.
Rationale for Evidence-based Strategy:	Communication and relationships are key to student success. District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

1. Meet with seniors monthly to review GPA, grades, and credit progress
2. Work with guidance and teachers to ensure that students

Description

are updated regularly on status towards graduation.
3. Monitor the conditions for learning so that a safe, respectful, culturally sensitive, productive environment exists for our students.

Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#7. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	The graduation rate for AA students is
Measurable Outcome:	The graduation rate for black students will increase to 70%
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. Provide training for culturally relevant disciplinary practices and ensure strong implementation. Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. Utilize supports from district office to support the recruitment and retention of black applicants.
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.

Action Steps to Implement

1. Continue professional development on culturally relevant teaching practices.
2. Continue professional development on restorative practices.
3. Continue professional development on equity practices.
4. Encourage teachers to attend the district professional development.

Description

5. Bring in content area specialist to assist in helping teachers improve their pedagogy.
6. Encourage students to attend ELP and tutoring.
7. Continue to encourage students to make up work for previous quarters and or grade forgiveness.

8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional

Person Responsible

development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Focus PLCs on best practices and data.
12. Monitor all of the above.

Person Responsible   Darrell Kretz (kretzd@pcsb.org)

#8. Other specifically relating to School Climate and Conditions for Learning

Area of Focus Description and Rationale:	1. Our current level of performance in school-wide behavior is referrals. We expect our performance level to be lower by the end of the 2020-2021 school year. 2. The problem/gap in behavior performance is occurring because minority students are receiving a large number of the referrals. 3. If a better cultural understanding would occur, and teachers utilized culturally relevant teaching strategies, the problem would be reduced. 4. We will analyze and review our data for effective implementation of our strategies continually.
Measurable Outcome:	Decrease referrals by 50% and increase student engagement in classes.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Educate staff on culturally responsive teaching, equity and restorative practices. Cultural proficiency.
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

Continue professional development on culturally relevant teaching practices.
2. Continue professional development on restorative practices.
3. Continue professional development on equity practices.
4. Encourage teachers to attend the district professional development.
5. Bring in content area specialist to assist in helping teachers improve their pedagogy.

Description

6. Encourage students to attend ELP and tutoring.
7. Continue to encourage students to make up work for previous quarters and or grade forgiveness.
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Ensure that the PBIS plan is clear and is communicated and implemented by all.

Person Responsible   Darrell Kretz (kretzd@pcsb.org)

#9. ESSA Subgroup specifically relating to White	
Area of Focus Description and Rationale:	1. Our current attendance rate is 65%. We expect our performance level to be at 80% by the end of the 2020-2021 school year. 2. The problem/gap in attendance is occurring because students that are assigned to Bayside come to us with attendance issues. 3. If students attended more, the problem would be reduced. 4. We will analyze and review our data for effective implementation of our strategies by meeting with the child study team.
Measurable Outcome:	The attendance rate will increase to 80% by the end of the 2020-2021 school year.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Provide engaging instruction. Create positive relationships with students and parents. Create a climate conducive to learning. Fully implement PBIS.
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

1.Continue professional development on culturally relevant teaching practices.
2. Continue professional development on restorative practices.
3. Continue professional development on equity practices.
4. Encourage teachers to attend the district professional development.
5. Bring in content area specialist to assist in helping teachers improve their pedagogy.
6. Encourage students to attend ELP and tutoring.
7. Continue to encourage students to make up work for previous quarters and or grade forgiveness.
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Home visits.

Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#10. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale:	Family and Community Engagement Less than 10% of parents come out to the school for school events.
Measurable Outcome:	Bayside will increase parental involvement by 200%.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy:	Communication and building relationships is key. District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

School Messenger Calls
Calls from teachers and guidance
Work with parents during quarterly family nights Receive parental input at SAC meetings
Reach out to middle and high schools to work with families who could benefit from Bayside.

Person Responsible   Darrell Kretz (kretzd@pcsb.org)

#11. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	1. Our current level of performance is 7/8 modules, as evidenced in alliance for healthier generation assessment. 2. We expect our performance level to be 8/8 by end of 2020-2021 school year. 3. The problem/gap is occurring because not all modules were completed.
Measurable Outcome:	The number of modules completed will increase from 7 to 8.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Complete all 8 modules.
Rationale for Evidence-based Strategy:	District strategic plan

Action Steps to Implement

1. Healthy teams will meet to discuss health issues.

Person Responsible   Darrell Kretz (kretzd@pcsb.org)

#12. ESSA Subgroup specifically relating to Hispanic	
Area of Focus Description and Rationale:	Increase the graduation rate for Hispanic students to 70%.
Measurable Outcome:	Increase the graduation rate for Hispanic students to 70%.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
	Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for Hispanic students.
	Ensure Hispanic students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.
Rationale for Evidence-based Strategy:	Provide training for culturally relevant disciplinary practices and ensure strong implementation.
	Utilize supports from district office to ensure interventions are in place and being implemented for Hispanic students who receive consent for evaluation.
	Utilize supports from district office to support the recruitment and retention of Hispanic applicants.

Action Steps to Implement

1. Continue professional development on culturally relevant teaching practices.
2. Continue professional development on restorative practices.
3. Continue professional development on equity practices.
4. Encourage teachers to attend the district professional development.
5. Bring in content area specialist to assist in helping teachers improve their pedagogy.
6. Encourage students to attend ELP and tutoring.
7. Continue to encourage students to make up work for previous quarters and or grade forgiveness.
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Focus PLCs on best instructional practice and data.
12. Monitor all of the above.

Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#13. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	The graduation rate for AA students is
Measurable Outcome:	The graduation rate for AA students will increase to 70%
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. Provide training for culturally relevant disciplinary practices and ensure strong implementation. Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. Utilize supports from district office to support the recruitment and retention of black applicants.
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

1. Continue professional development on culturally relevant teaching practices.
2. Continue professional development on restorative practices.
3. Continue professional development on equity practices.
4. Encourage teachers to attend the district professional development.
5. Bring in content area specialist to assist in helping teachers improve their pedagogy.
6. Encourage students to attend ELP and tutoring.
7. Continue to encourage students to make up work for previous quarters and or grade forgiveness.
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional
development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Focus PLCs on best practices and data.
12. Monitor all of the above.

Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#14. ESSA Subgroup specifically relating to White	
Area of Focus Description and Rationale:	The current graduation for White students is
Measurable Outcome:	The graduation rate for white students will increase to 70%.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for all students. Ensure all students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. Provide training for culturally relevant disciplinary practices and ensure strong implementation. Utilize supports from district office to ensure interventions are in place and being implemented for all students who receive consent for evaluation. Utilize supports from district office to support the recruitment and retention of teacher applicants who have a proven track record for working with high needs populations.
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

1. Continue professional development on culturally relevant teaching practices.
2. Continue professional development on restorative practices.
3. Continue professional development on equity practices.
4. Encourage teachers to attend the district professional development.

Description

5. Bring in content area specialist to assist in helping teachers improve their pedagogy.
6. Encourage students to attend ELP and tutoring.
7. Continue to encourage students to make up work for previous quarters and or grade forgiveness.
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Focus PLCs on best instructional practice and data.
12. Monitor all of the above.

Person Responsible   Darrell Kretz (kretzd@pcsb.org)

#15. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	The current grad rate for low SE is
Measurable Outcome:	The grad rate will increase to 70% for our low SE students.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for low SES students. Ensure low SES students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. Provide training for culturally relevant disciplinary practices and ensure strong implementation. Utilize supports from district office to ensure interventions are in place and being implemented for low SES students who receive consent for evaluation. Utilize supports from district office to support the recruitment and retention of teacher applicants that have proven to be effective with a high needs population.
Rationale for Evidence-based Strategy:	District strategic plan. Marzano. Office of Research and Accountability. Graduation rate improving 40% over three years.

Action Steps to Implement

1. Continue professional development on culturally relevant teaching practices.
2. Continue professional development on restorative practices.
3. Continue professional development on equity practices.
4. Encourage teachers to attend the district professional development.

Description

5. Bring in content area specialist to assist in helping teachers improve their pedagogy.
6. Encourage students to attend ELP and tutoring.
7. Continue to encourage students to make up work for previous quarters and or grade forgiveness.
8. Continue to explore ways to get students to attend school.
9. Work with other EAS schools to provide targeted professional development for our EAS teachers.
10. Provide opportunities for EAS teachers to collaborate and observe each other to share best practices.
11. Focus PLCs on best instructional practice and data.
12. Monitor all of the above.

Person Responsible	Darrell Kretz (kretzd@pcsb.org)

#16. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The grad rate for students with disabilities is
Measurable Outcome:	The grade rate will be 70% for students with disabilities.
Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for ESE students. Ensure ESE students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. Provide training for culturally relevant disciplinary practices and ensure strong implementation. Utilize supports from district office to ensure interventions are in place and being implemented for ESE students and that IEP accommodations are being followed. Look at scheduling and time with content area teachers for ESE teacher so he/she can know exactly what the students need and are expected to do. Provide that time. Offer a Learning Strategies class to teach students how to tackle assignments, testing.
Rationale for Evidence-based Strategy:	District strategic plan, Marzano, ESE Department

Action Steps to Implement

1. Professional development opportunities for school staff regarding understanding IEP goals, supports, and services.
2. Ensure rigorous texts, materials, and content are accessible to students with disabilities and supplementary aides and services are provided.
3. Provide opportunities for ESE and general education teachers to co-planf or differentiated instruction and service delivery.
5. Monitor all of the above.

Person Responsible	Darrell Kretz (kretzd@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

1. Effectively communicate with families about their students' progress and school processes/practices.
2. Provide academic tools to families in support of their students' achievement at home.
3. Purposefully involve families with opportunities for them to advocate for their students.
4. Intentionally build positive relationships with families and community partners.
5. Build on the career/vocational programs and advisory groups.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Instructional Practice: ELA**				$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Math**				$0.00
3	III.A.	**Areas of Focus: Instructional Practice: Science**				$0.00
4	III.A.	**Areas of Focus: Instructional Practice: Social Studies**				$0.00
5	III.A.	**Areas of Focus: Other: College and Career Readiness**				$0.00
6	III.A.	**Areas of Focus: Other: Graduation Rate**				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			0251 - Bayside High School	School Improvement Funds		$1,000.00
7	III.A.	Areas of Focus: ESSA Subgroup: African-American				$0.00
8	III.A.	Areas of Focus: Other: School Climate and Conditions for Learning				$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: White				$0.00
10	III.A.	Areas of Focus: Culture & Environment: Community Involvement				$0.00
11	III.A.	Areas of Focus: Other: Healthy Schools				$0.00
12	III.A.	Areas of Focus: ESSA Subgroup: Hispanic				$0.00
13	III.A.	Areas of Focus: ESSA Subgroup: African-American				$0.00
14	III.A.	Areas of Focus: ESSA Subgroup: White				$0.00
15	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				$0.00
16	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
					Total:	$1,000.00