

Bay District Schools

A. Crawford Mosley High School



2021-22 Schoolwide Improvement Plan

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A. Crawford Mosley High School

501 MOSLEY DR, Lynn Haven, FL 32444

[no web address on file]

Demographics

Principal: Brian Bullock

Start Date for this Principal: 8/24/2017

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)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: B (61%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

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SIP Authority

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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 be a safe school that provides 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bullock, Brian	Principal	<p>Facilitate meeting with the MULET team to develop the SIP. As members of the Mosley Unified Leadership Education Team, administration, teachers and counselors are designated with the responsibility of leading the push towards excellence within the school. Our members are constantly communicating with the faculty and staff throughout the school year to implement the steps and action plans of the school improvement plan and address areas of concern in a timely manner.</p> <p>MULET team members are harnessed with the expectations of leading their individual departments and setting an example of the expectations of the school and the administration. Members are sought out to address concerns and to make sure that the steps are being taken so that goals are not only attainable but often exceeded with excellence in the classroom and on standardized assessments.</p>
Grainger, Ellen	Other	<p>Stakeholders are always a big part of the school and are represented monthly during Student Advisory Council meetings. Each of these meetings have numerous leadership team members available to not only address concerns of the parents and stakeholders but to also establish expectations for student and teacher performance. With a clear goal in mind and expectations established, everyone can operate smoothly and meet the standards set forth in the School Improvement Plan.</p> <p>The past few years have been a challenge for the school districts in Bay county and surrounding areas. These students and teachers have dealt with the impacts of a category five hurricane, COVID protocols, virtual education, etc... The collaboration process of setting goals that are both quantitative and measurable has been a joint effort of the members and the administrative team to ensure that we are not only meeting the expectations of the students and parents, but exceeding them. We as a group want to see measurable results that equate to success for our students and staff as they move forward in their education.</p>
Barron, Greg	Teacher, K-12	<p>As members of the Mosley Unified Leadership Education Team, administration, teachers and counselors are designated with the responsibility of leading the push towards excellence within the school. Our members are constantly communicating with the faculty and staff throughout the school year to implement the steps and action plans of the school improvement plan and address areas of concern in a timely manner.</p> <p>MULET team members are harnessed with the expectations of leading their individual departments and setting an example of the expectations of the school and the administration. Members are sought out to address concerns and to make sure that the steps are being taken so that goals are not only attainable but often exceeded with excellence in the classroom and on standardized assessments.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Stakeholders are always a big part of the school and are represented monthly during Student Advisory Council meetings. Each of these meetings have numerous leadership team members available to not only address concerns of the parents and stakeholders but to also establish expectations for student and teacher performance. With a clear goal in mind and expectations established, everyone can operate smoothly and meet the standards set forth in the School Improvement Plan.</p> <p>The past few years have been a challenge for the school districts in Bay county and surrounding areas. These students and teachers have dealt with the impacts of a category five hurricane, COVID protocols, virtual education, etc... The collaboration process of setting goals that are both quantitative and measurable has been a joint effort of the members and the administrative team to ensure that we are not only meeting the expectations of the students and parents, but exceeding them. We as a group want to see measurable results that equate to success for our students and staff as they move forward in their education.</p>
Davis, Robert	Teacher, K-12	<p>As members of the Mosley Unified Leadership Education Team, administration, teachers and counselors are designated with the responsibility of leading the push towards excellence within the school. Our members are constantly communicating with the faculty and staff throughout the school year to implement the steps and action plans of the school improvement plan and address areas of concern in a timely manner.</p> <p>MULET team members are harnessed with the expectations of leading their individual departments and setting an example of the expectations of the school and the administration. Members are sought out to address concerns and to make sure that the steps are being taken so that goals are not only attainable but often exceeded with excellence in the classroom and on standardized assessments.</p> <p>Stakeholders are always a big part of the school and are represented monthly during Student Advisory Council meetings. Each of these meetings have numerous leadership team members available to not only address concerns of the parents and stakeholders but to also establish expectations for student and teacher performance. With a clear goal in mind and expectations established, everyone can operate smoothly and meet the standards set forth in the School Improvement Plan.</p> <p>The past few years have been a challenge for the school districts in Bay county and surrounding areas. These students and teachers have dealt with the impacts of a category five hurricane, COVID protocols, virtual education, etc... The collaboration process of setting goals that are both quantitative and measurable has been a joint effort of the members and the administrative team to ensure that we are not only meeting the expectations of the students and parents, but exceeding them. We as a group want to see measurable results</p>

Name	Position Title	Job Duties and Responsibilities
		<p>that equate to success for our students and staff as they move forward in their education.</p>
Lee, Doug	Teacher, K-12	<p>As members of the Mosley Unified Leadership Education Team, administration, teachers and counselors are designated with the responsibility of leading the push towards excellence within the school. Our members are constantly communicating with the faculty and staff throughout the school year to implement the steps and action plans of the school improvement plan and address areas of concern in a timely manner.</p> <p>MULET team members are harnessed with the expectations of leading their individual departments and setting an example of the expectations of the school and the administration. Members are sought out to address concerns and to make sure that the steps are being taken so that goals are not only attainable but often exceeded with excellence in the classroom and on standardized assessments.</p> <p>Stakeholders are always a big part of the school and are represented monthly during Student Advisory Council meetings. Each of these meetings have numerous leadership team members available to not only address concerns of the parents and stakeholders but to also establish expectations for student and teacher performance. With a clear goal in mind and expectations established, everyone can operate smoothly and meet the standards set forth in the School Improvement Plan.</p> <p>The past few years have been a challenge for the school districts in Bay county and surrounding areas. These students and teachers have dealt with the impacts of a category five hurricane, COVID protocols, virtual education, etc... The collaboration process of setting goals that are both quantitative and measurable has been a joint effort of the members and the administrative team to ensure that we are not only meeting the expectations of the students and parents, but exceeding them. We as a group want to see measurable results that equate to success for our students and staff as they move forward in their education.</p>
Parker, Stephanie	Teacher, K-12	<p>As members of the Mosley Unified Leadership Education Team, administration, teachers and counselors are designated with the responsibility of leading the push towards excellence within the school. Our members are constantly communicating with the faculty and staff throughout the school year to implement the steps and action plans of the school improvement plan and address areas of concern in a timely manner.</p> <p>MULET team members are harnessed with the expectations of leading their individual departments and setting an example of the expectations of the school and the administration. Members are sought out to address concerns and to make sure that the steps are being taken so that goals are not only attainable but often exceeded with excellence in the classroom and on standardized assessments.</p>

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		<p>Stakeholders are always a big part of the school and are represented monthly during Student Advisory Council meetings. Each of these meetings have numerous leadership team members available to not only address concerns of the parents and stakeholders but to also establish expectations for student and teacher performance. With a clear goal in mind and expectations established, everyone can operate smoothly and meet the standards set forth in the School Improvement Plan.</p> <p>The past few years have been a challenge for the school districts in Bay county and surrounding areas. These students and teachers have dealt with the impacts of a category five hurricane, COVID protocols, virtual education, etc... The collaboration process of setting goals that are both quantitative and measurable has been a joint effort of the members and the administrative team to ensure that we are not only meeting the expectations of the students and parents, but exceeding them. We as a group want to see measurable results that equate to success for our students and staff as they move forward in their education.</p> <p>As members of the Mosley Unified Leadership Education Team, administration, teachers and counselors are designated with the responsibility of leading the push towards excellence within the school. Our members are constantly communicating with the faculty and staff throughout the school year to implement the steps and action plans of the school improvement plan and address areas of concern in a timely manner.</p> <p>MULET team members are harnessed with the expectations of leading their individual departments and setting an example of the expectations of the school and the administration. Members are sought out to address concerns and to make sure that the steps are being taken so that goals are not only attainable but often exceeded with excellence in the classroom and on standardized assessments.</p>
Hughes, Amy	Teacher, K-12	<p>Stakeholders are always a big part of the school and are represented monthly during Student Advisory Council meetings. Each of these meetings have numerous leadership team members available to not only address concerns of the parents and stakeholders but to also establish expectations for student and teacher performance. With a clear goal in mind and expectations established, everyone can operate smoothly and meet the standards set forth in the School Improvement Plan.</p> <p>The past few years have been a challenge for the school districts in Bay county and surrounding areas. These students and teachers have dealt with the impacts of a category five hurricane, COVID protocols, virtual education, etc... The collaboration process of setting goals that are both quantitative and measurable has been a joint effort of the members and the administrative team to ensure that we are not only meeting the expectations of the students and parents, but exceeding them. We as a group want to see measurable results</p>

Name	Position Title	Job Duties and Responsibilities
		<p>that equate to success for our students and staff as they move forward in their education.</p>
<p>Wolfrom, Sandra</p>	<p>School Counselor</p>	<p>Professional School Counselor serves the instructional class by placing students in the appropriate grade level coursework and sets up parent conferences in order to help make the student more successful in the classroom. Sandra is a part of the MTSS behavior team which supports the school and the MULLET team which is the school leadership team. Sandra also serves on the Counselor Leadership Team which seeks to coordinate practice district wide</p> <p>As members of the Mosley Unified Leadership Education Team, administration, teachers and counselors are designated with the responsibility of leading the push towards excellence within the school. Our members are constantly communicating with the faculty and staff throughout the school year to implement the steps and action plans of the school improvement plan and address areas of concern in a timely manner.</p> <p>MULET team members are harnessed with the expectations of leading their individual departments and setting an example of the expectations of the school and the administration. Members are sought out to address concerns and to make sure that the steps are being taken so that goals are not only attainable but often exceeded with excellence in the classroom and on standardized assessments.</p> <p>Stakeholders are always a big part of the school and are represented monthly during Student Advisory Council meetings. Each of these meetings have numerous leadership team members available to not only address concerns of the parents and stakeholders but to also establish expectations for student and teacher performance. With a clear goal in mind and expectations established, everyone can operate smoothly and meet the standards set forth in the School Improvement Plan.</p> <p>The past few years have been a challenge for the school districts in Bay county and surrounding areas. These students and teachers have dealt with the impacts of a category five hurricane, COVID protocols, virtual education, etc... The collaboration process of setting goals that are both quantitative and measurable has been a joint effort of the members and the administrative team to ensure that we are not only meeting the expectations of the students and parents, but exceeding them. We as a group want to see measurable results that equate to success for our students and staff as they move forward in their education.</p>
<p>Lang, Maria</p>	<p>Assistant Principal</p>	<p>As members of the Mosley Unified Leadership Education Team, administration, teachers and counselors are designated with the responsibility of leading the push towards excellence within the school. Our members are constantly communicating with the faculty and staff throughout the school year to implement the steps and action plans of the school improvement plan and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>address areas of concern in a timely manner.</p> <p>MULET team members are harnessed with the expectations of leading their individual departments and setting an example of the expectations of the school and the administration. Members are sought out to address concerns and to make sure that the steps are being taken so that goals are not only attainable but often exceeded with excellence in the classroom and on standardized assessments.</p> <p>Stakeholders are always a big part of the school and are represented monthly during Student Advisory Council meetings. Each of these meetings have numerous leadership team members available to not only address concerns of the parents and stakeholders but to also establish expectations for student and teacher performance. With a clear goal in mind and expectations established, everyone can operate smoothly and meet the standards set forth in the School Improvement Plan.</p> <p>The past few years have been a challenge for the school districts in Bay county and surrounding areas. These students and teachers have dealt with the impacts of a category five hurricane, COVID protocols, virtual education, etc... The collaboration process of setting goals that are both quantitative and measurable has been a joint effort of the members and the administrative team to ensure that we are not only meeting the expectations of the students and parents, but exceeding them. We as a group want to see measurable results that equate to success for our students and staff as they move forward in their education.</p>
Clark, April	Teacher, Adult	MULET team

Demographic Information

Principal start date

Thursday 8/24/2017, Brian Bullock

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.*

1

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.*

8

Total number of teacher positions allocated to the school

90

Total number of students enrolled at the school

1,959

Identify the number of instructional staff who left the school during the 2020-21 school year.

13

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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	523	512	522	400	1957
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	69	52	50	255
One or more suspensions	0	0	0	0	0	0	0	0	0	99	64	72	55	290
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	30	56	34	149
Course failure in Math	0	0	0	0	0	0	0	0	0	38	82	75	64	259
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	111	79	72	72	334
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	88	49	32	30	199
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	105	93	93	77	368

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	43	14	9	0	66
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	9	8	2	37

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	495	529	416	379	1819
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	50	37	28	29	144
One or more suspensions	0	0	0	0	0	0	0	0	0	81	67	63	38	249
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	29	19	20	78
Course failure in Math	0	0	0	0	0	0	0	0	0	8	47	28	35	118
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	61	56	47	55	219
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	53	637	32	25	747

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	71	71	58	50	250

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	7	4	4	1	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	5	5	9	30

2020-21 - 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	495	529	416	379	1819
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	50	37	28	29	144
One or more suspensions	0	0	0	0	0	0	0	0	0	81	67	63	38	249
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	29	19	20	78
Course failure in Math	0	0	0	0	0	0	0	0	0	8	47	28	35	118
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	61	56	47	55	219
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	53	637	32	25	747

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	71	71	58	50	250

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	7	4	4	1	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	5	5	9	30

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	57%	56%	59%	55%	56%
ELA Learning Gains				52%	49%	51%	50%	50%	53%
ELA Lowest 25th Percentile				41%	35%	42%	34%	37%	44%
Math Achievement				68%	58%	51%	62%	61%	51%
Math Learning Gains				53%	53%	48%	56%	62%	48%
Math Lowest 25th Percentile				47%	50%	45%	47%	59%	45%
Science Achievement				79%	74%	68%	78%	67%	67%
Social Studies Achievement				83%	76%	73%	81%	74%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	62%	58%	4%	55%	7%
Cohort Comparison						
10	2021					
	2019	60%	53%	7%	53%	7%
Cohort Comparison		-62%				

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
2021					
2019	79%	71%	8%	67%	12%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	74%	8%	70%	12%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	64%	0%	61%	3%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	62%	5%	57%	10%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	29	26	23	30	33	29	37		93	41
ASN	87	74									
BLK	46	41	25	43	37	25	55	34		96	48
HSP	60	48	33	52	22		78	75		100	86
MUL	56	43		53	50		69	93		95	79
WHT	55	43	37	53	37	52	73	74		94	82
FRL	40	35	33	46	39	43	57	62		89	64
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	23	38	34	41	35	17	26	60		76	23
ASN	86	54						70			
BLK	43	49	37	54	50		68	59		93	30

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
HSP	60	50	20	78	61		76	91		95	85
MUL	51	48		86	56		71	95		91	80
WHT	65	53	43	67	52	50	81	85		89	73
FRL	53	49	39	64	53	54	71	77		84	56
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data component that performed the lowest for 2018-19 is the learning gains of the lowest 25% in ELA. This is a trend in the data, the same group were low performers in 2017-2018 and 2016-17. While they were our lowest performers they did show a 7% growth from the prior year data, from 34% in 2017-18 to 41% in 2018-19. A contributing factor would be the seat time we missed due to the storm.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component the showed the greatest need for improvement from the prior year was our mathematics learning gains overall. In 2017-18, the learning gains were 56%, and in 2018-19 it dropped by 3% to 53% learning gains. A contributing factor would be the seat time we missed due to the storm.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The last three years we have missed seat time due to a hurricane and then a pandemic. Seat time will be gained this year due to the fact that the quarantine guidelines have changed drastically.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was our overall math achievement which increased from 62% in 2017-18 to 68% in 2018-19.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A strategy we implemented in 2018-19 was to move our Algebra 1A/1B students to a 2 year math progression rather than a 1 year block plan. We have no valid 2020 date due to the pandemic.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, our teachers are utilizing the PLC model to collect data and ensure their teaching is aligned to the standards. Teachers are also uses Canvas to assist students when they are out due to illness or quarantine. Before and after school tutoring has also been made available to all students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our school has designed PLC time for our teachers and administrators. There are no interruptions on the days designated for PLCs. Lesson plans are housed in Canvas so students can remain on pace with their learning when they are not able to be on campus.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Every teacher on campus is assigned to a PLC and required to participate in the group. We believe through the work of the PLC and collaboration of teachers the students will show growth in all the areas necessary.,

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	This Area of Focus was identified by Bay District Schools this summer and all teachers and administrators completed a course in Canvas titled, "Re-establishing the foundation for Success". We are all aware that there is a significant loss of learning due to Covid. The 2019-2020 school year was canceled for in person for the last nine weeks of school. In addition to that, last year many students opted to attend school virtually and those that attended brick and mortar were quarantined, some of them, multiple times causing them to miss class. The need for credit recovery classes increased significantly from 19-20, 20-21, to 21-22. It is more important now than ever for teachers to collaborate within their PLC groups in order to bridge the gap and enhance our instructional practices.
Measurable Outcome:	The school will monitor students progress by running our D/F report twice each quarter. We will use this report to determine the instructional needs of our students and recommend students for credit recovery. The school will also track the number of students that require credit recovery. The number during the 2021 summer was, 181 half-credits completed. We would like to reduce that number by 20% this year.
Monitoring:	The desired outcome will be monitored through: PLC attendance, participation and minutes.
Person responsible for monitoring outcome:	Brian Bullock (bullobe@bay.k12.fl.us)
Evidence-based Strategy:	A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Danielson and DeFour promote Professional Learning Communities as an evidenced based strategy to improve instruction.
Rationale for Evidence-based Strategy:	This specific strategy is one that is in place for our teachers this year. We feel like we should focus on Instructional Practices through PLC's.

Action Steps to Implement

Assign teachers and administrators to PLC groups.
 Monitor minutes of PLC groups.
 APP Policy implemented

Person Responsible Brian Bullock (bullobe@bay.k12.fl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Teachers will utilize PLC time to plan for standards-aligned instruction. We experienced a decline in proficiency in all content areas last year due to the loss of instruction caused by COVID over the last two academic years. Using PLC's teachers will ensure that their instruction is aligned with the standards to lay the necessary foundation for student success this year.

Measurable Outcome: Learning gains ELA, Math, Science and History achievement overall for the 2021-2022 school year will increase at least 5%.

Monitoring: The desired outcome will be monitored using PLC minutes, Walkthrough, and FSA achievement scores.

Person responsible for monitoring outcome: Brian Bullock (bullobe@bay.k12.fl.us)

Evidence-based Strategy: PLC minutes
Walk throughs
FSA achievement scores

Rationale for Evidence-based Strategy: A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Danielson and DeFour promote Professional Learning Communities as an evidenced based strategy to improve instruction.

Action Steps to Implement

Walk throughs-Administration
PLC minutes-PLC groups

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our primary area of concern is the number of students vaping on campus. In order to combat this issue, administrators will monitor restrooms closely between class changes. Students caught vaping will receive consequences and a fine from the SRD. Students will also be required to complete a BSD 360 course in Canvas on the dangers of vaping.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00