Bayshore High School

2021-22 Schoolwide Improvement Plan

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Bayshore High School

5401 34TH ST W, Bradenton, FL 34210

https://www.manateeschools.net/bayshore

Demographics

Principal: Wendell Butler

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)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: C (51%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
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 is pending approval by the Manatee 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.

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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	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide to all students an education which prepares them to be college and career ready by engaging them in rigorous academic work that promotes student achievement.

Provide the school's vision statement.

Creating personalized educational experiences and developing productive life-long learners contributing to a global and technological society.

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
Butler, Wendell	Principal	
Carlson, Dorlinda	Assistant Principal	
French, Donald	Assistant Principal	
Mullen, Michael	Assistant Principal	
Brady, Chris	Administrative Support	
Gilley, Angelia	Graduation Coach	
Wilson, Robert	Administrative Support	
Avalos, Sylvia	Reading Coach	
Gilmer, Dwight	Instructional Coach	
Distelhurst, Andrea	Teacher, K-12	
Lamar, Amber	Teacher, K-12	
Polly, Gary	Teacher, K-12	
Poyner, Chrissy	Teacher, K-12	
Sancho, Gretta	Teacher, K-12	
Kane, Matthew	Dean	

Demographic Information

Principal start date
Saturday 7/1/2017, Wendell Butler

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.*
3

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
87

Total number of students enrolled at the school
1,375

Identify the number of instructional staff who left the school during the 2020-21 school year.
12

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

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	383	386	302	304	1375
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	298	299	217	226	1040
One or more suspensions	0	0	0	0	0	0	0	0	0	7	6	8	3	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	40	92	66	61	259
Course failure in Math	0	0	0	0	0	0	0	0	0	56	107	69	19	251
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	118	158	88	91	455
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	108	107	100	9	324
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	145	160	105	101	511

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	158	155	117	126	556

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/9/2021

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	407	356	348	340	1451
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	75	106	91	272
One or more suspensions	0	0	0	0	0	0	0	0	0	0	71	88	56	215
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	56	87	106	249
Course failure in Math	0	0	0	0	0	0	0	0	0	0	119	115	18	252
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	121	130	118	100	469
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	125	129	11	116	381

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	0	133	121	108	362

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	407	356	348	340	1451
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	75	106	91	272
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	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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				32%	49%	56%	34%	50%	56%
ELA Learning Gains				44%	47%	51%	49%	51%	53%
ELA Lowest 25th Percentile				40%	37%	42%	46%	45%	44%
Math Achievement				39%	51%	51%	39%	51%	51%
Math Learning Gains				48%	47%	48%	56%	49%	48%
Math Lowest 25th Percentile				45%	45%	45%	62%	49%	45%
Science Achievement				41%	67%	68%	49%	71%	67%
Social Studies Achievement				56%	69%	73%	53%	69%	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	30%	53%	-23%	55%	-25%
Cohort Comparison						
10	2021					
	2019	29%	49%	-20%	53%	-24%
Cohort Comparison		-30%				

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	40%	69%	-29%	67%	-27%
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	55%	71%	-16%	70%	-15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	34%	65%	-31%	61%	-27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	61%	-20%	57%	-16%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District Benchmark Q1 - all tested subjects
District Benchmark Q2/S1 - all tested subjects
FSA EOC ELA, Algebra 1, and Geometry, Biology, and US History

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.5	32.3	26
	Economically Disadvantaged	30.1	30.3	23.6
	Students With Disabilities	9.6	13.7	3.3
	English Language Learners	33.5	4.3	18.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.5	44.2	35.8
	Economically Disadvantaged	48.2	42.9	31.1
	Students With Disabilities	42	37.5	25
	English Language Learners	45	41.3	31.8
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	73.6	78.5	60.3
	Economically Disadvantaged	68.5	76.3	51.8
	Students With Disabilities	100	100	100
	English Language Learners	70	78.3	59.1
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	-	-
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.7	32.3	26
	Economically Disadvantaged	34.5	29.3	21.1
	Students With Disabilities	6.5	6.5	4.4
	English Language Learners	25	18.9	17.8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.9	26.2	12.9
	Economically Disadvantaged	23	27.2	14.2
	Students With Disabilities	11	21.3	2.5
	English Language Learners	19.2	24.1	8.47
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	60.6	48.5
	Economically Disadvantaged	100	50.	40.9
	Students With Disabilities	100	50	100
	English Language Learners	35.7	42.9	26.7
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	53.5	62.5	53.3
	Economically Disadvantaged	33.3	62.5	57.1
	Students With Disabilities	-	-	-
	English Language Learners	100	0	50.

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	12.1	12.2
	Economically Disadvantaged	21.8	15.8	18.1
	Students With Disabilities	12.5	0	0
	English Language Learners	20	14.3	22.2
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.2	26.5	16.1
	Economically Disadvantaged	24.3	28.9	16.9
	Students With Disabilities	12.1	17.5	5.6
	English Language Learners	24.7	17.1	17.3
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.2	48.2	39.9
	Economically Disadvantaged	49.2	45.3	42.9
	Students With Disabilities	27.6	25.6	15.8
	English Language Learners	39.6	37.8	27.2

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.1	11.3	0
	Economically Disadvantaged	18.6	14.5	-
	Students With Disabilities	5.3	8	0
	English Language Learners	13.6	12.9	-
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	28.6	-
	Economically Disadvantaged	0	20	-
	Students With Disabilities	0	50	-
	English Language Learners	0	25	-
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	68.8	95	0
	Economically Disadvantaged	100	100	0
	Students With Disabilities	100	100	0
	English Language Learners	77.8	90.9	-

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	8	21	18	8	14	21	20	18		86	17
ELL	9	31	35	9	18	26	12	15		78	17
BLK	12	22	19	11	21	27	19	23		86	25
HSP	24	33	29	16	22	37	24	41		80	29
MUL	45	25								76	38

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
WHT	43	44	12	26	19		52	67		78	38
FRL	24	32	25	18	23	36	30	47		79	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
SWD	11	32	32	16	20		18	34		85	9
ELL	8	35	40	25	45	43	22	26		50	45
BLK	22	43	43	28	37	31	32	36		75	37
HSP	27	40	36	37	47	51	35	50		77	46
MUL	56	47		52			45	86		82	36
WHT	44	51	52	48	56	47	58	76		83	46
FRL	28	41	38	38	45	39	42	53		80	45
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	6	32	40	11	29		20	29		66	31
ELL	5	32	39	22	51	56	24	29		41	
BLK	31	48	35	34	55	73	37	43		67	29
HSP	28	48	48	33	49	56	44	49		67	50
MUL	55	65		59	58		79			60	
WHT	46	51	47	51	67	71	60	64		89	50
FRL	32	49	48	37	53	61	46	51		71	44

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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23

Students With Disabilities	
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	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
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	42
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

All FSA scores trended down, and our second quarter benchmarks, which are usually predictive of FSA scores, were not predictive this year.

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

The greatest need for improvement based on progress monitoring is math, science, and English.

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

Covid and its related absences were a contributing factor to the very low scores in our progress monitoring. Students were not motivated to do well in school as they were occupied with helping their families provide a home and food.

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

None of our data showed improvement last year.

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

N/A

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

BHS is implementing Social and Emotional Learning (SEL) in all our classes to reconnect students with school and motivate them to engage in learning. We have also changed reading programs, are doing a writing pilot, have after school tutoring, have added additional AVID tutors, additional new teacher training, and have purchased Study Island for additional student support.

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.

AVID training and Kagan training both occurred last summer.We have additional AVID training throughout the year.BHS' new teachers are being supported by additional training, the Reading coach working with them on interactive word walls and vocabulary, and the AVID teacher modeling engagement strategies within her class every other week.They are working with ESOL and ESE teachers as well. In addition, we are teaching a small group of teachers Universal Design for Learning (UDL) as a pilot for changing our lesson planning method next year. We are also doing additional school transformation training with our reading coach and two AVID teachers. We are also doing extensive training with our reading teachers for the new program and with our English and social studies teachers for the writing pilot training.

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

We have tutoring three days a week with funding to provide four days a week if necessary. We have ESOL tutoring provided through the ESOL department. Our ESOL students have tiered Developmental English classes, tiered ESOL English classes, and tiered ESOL for Reading classes. Our ESE students are supported as required in their IEPs to include Peers as Partners, Tutorology (AVID) training, and for those that require it, self-contained classrooms.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our school reading achievement data dipped two percentage points to 32% from 2018 to 2019. Our learning gains dropped five percentage points to 44 % in the same time period. In addition, our lowest 25% gains dropped six percentage points from 2018 to 2019 to 40%. Finally, our progress monitoring last Spring dropped. Our overall achievement dropped to 27%, our learning gains to 34%, and our L25 learning gains to 25%.
Measurable Outcome:	BHS' goal is to raise ELA achievement by 3% to 35%, raise learning gains by 6% to 50%, and to maintain our L25 scores at 40% on the Spring 2022 FSA ELA.
Monitoring:	BHS will monitor this through school and district progress monitoring. We have common assessments the Q1, Q2, and Q3. We also believe that the 2nd quarter benchmark will return to normal and be predictive this year. In addition, we will progress monitor through Lexia Power Up and our new Writeable pilot.We are also having all teachers work with PEARL with students to ensure they know how to write a body paragraph supported by evidence.We have many ninth graders enrolled in Digital Information Technology so that they have experience with word processing. As we evaluate our data, we will be reviewing the scores for our African American students, our ESOL students, and our ESE students and addressing their needs for different learning strategies and reteaching.
Person responsible for monitoring outcome:	Dorlinda Carlson (carlsonl@manateeschools.net)
Evidence-based Strategy:	Teachers will be using AVID strategies to engage students in the learning. They will use SEL strategies to help develop relationships with the students. Students will be taught to write across the curriculum. They will write more than they have in the past, supported by a number of different teachers. Students are also using Lexia Power Up, one of the two programs recommended by the state to support students and their writing will be supported by Writeable.We are also asking that teachers use Interactive Word Walls and support their students vocabulary needs through interaction with the words in the unit through their boards and through Vocabulary.com. We also have a pilot with two ELA teachers to begin to switch our lesson planning method to Universal Design for Learning (UDL) to address the needs of all our students including our African-American, ESOL, and ESE students.
Rationale for Evidence-based Strategy:	Our Reading scores are low across the board, not just in one area. As a result, we are encouraging and practicing in all areas. Lexia was chosen because our students are bored with Reading Plus and their scores have been going down, not up. It is also one of the two programs approved by the state for the Best Standards being implemented next year. We are moving to Universal Design for Learning (UDL) for lesson planning as it is a framework to remove barriers to learning and helps to engage learners, activate learning, and scaffold understanding.

Action Steps to Implement

AVID training and modeling for existing staff and new teachers.

Person Responsible	Angelia Gilley (gilleya@manateeschools.net)

Lexia Power-Up training for reading teachers

Person Responsible	Dana Tracy (tracy2d@manateeschools.net)

SEL training for teachers.

Person Responsible Michael Mullen (mullenm@manateeschools.net)

Complete Writeable Pilot training

Person Responsible Dorlinda Carlson (carlsonl@manateeschools.net)

Assign and monitor PEARL Paragraphs from the staff.

Person Responsible Dorlinda Carlson (carlsonl@manateeschools.net)

Introduce and monitor Interactive Word Walls and Vocabulary.com

Person Responsible Sylvia Avalos (avaloss@manateeschools.net)

English will use school and district common assessments and progress monitoring and will analyze the data looking for opportunities to reteach.

Person Responsible Dorlinda Carlson (carlsonl@manateeschools.net)

Educate pilot volunteers and develop lessons using UDL as pilot for wider use next year.

Person Responsible Dorlinda Carlson (carlsonl@manateeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our school math achievement data stayed the same at 39% from 2018 to 2019. Our learning gains dropped 8% points to 48 % in the same time period. In addition, our L25% gains dropped 17% points from 2018 to 2019 to 45%. Finally, our progress monitoring last Spring dropped. Our overall achievement dropped to 18%, our learning gains to 22%, and our L25 learning gains to 32%.
Measurable Outcome:	Our goal is to maintain math achievement at 39%, to maintain learning gains at 47%, and to increase our L25 scores by 3% to 47% on the FSA EOC assessment in Algebra I and Geometry in 2022.
Monitoring:	BHS will monitor math through district progress monitoring. We believe that the 2nd quarter benchmark will return to normal and be predictive this year. In addition, we will progress monitor through ALEKS (Alg 1B/Intensive Math) and iXL Math (Alg 1A). As we evaluate our data, we will be reviewing the scores for our African American students, our ESOL students, and our ESE students and addressing their needs for different learning strategies and reteaching.
Person responsible for monitoring outcome:	Michael Mullen (mullenm@manateeschools.net)
Evidence-based Strategy:	Math is using both AVID and Kagan instructional Strategies to engage students in the learning. They will use SEL strategies to help develop relationships with the students. Alg 1A is using a computer program called iXL Math. Intensive Math is using ALEKS computer program. In addition, the district is allowing us to continue our affiliation with Renee Wittenbrook on Fridays. She is working with our new teachers on best practices for teaching math and using manipulatives. We also have a pilot with two math teachers to begin to switch our lesson planning method to Universal Design for Learning (UDL) to address the needs of all our students including our African-American, ESOL, and ESE students.
Rationale for Evidence-based Strategy:	Math progress monitoring scores are the lowest they've been in years. As a result, we are keeping a close eye on grades and targeting students who are not making adequate progress. We are also using reinforcing programs such as IXL and ALEKS. We also have after-school tutoring three days a week with the possibility of four days a week if warranted. We are moving to Universal Design for Learning (UDL) for lesson planning as it is a framework to remove barriers to learning and helps to engage learners, activate learning, and scaffold understanding.

Action Steps to Implement

Existing and new teachers will be AVID trained.

Person Responsible	Angelia Gilley (gilleya@manateeschools.net)

A cadre of math teachers will be Kagan trained.

Person Responsible	Michael Mullen (mullenm@manateeschools.net)

Teachers will be trained on ALEKS or iXL depending on what they teach.

Person Responsible	Michael Mullen (mullenm@manateeschools.net)

New teachers will be trained by district personnel as to research-based methods of teaching math.

Person Responsible	Tami Hocker (hockert@manateeschools.net)

Math will use the district progress monitoring and will analyze the data for opportunities to reteach.

Person Responsible	Michael Mullen (mullenm@manateeschools.net)

Educate pilot volunteers and develop lessons using UDL as pilot for wider use next year.

Person Responsible	Dorlinda Carlson (carlsonl@manateeschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our school Biology data dipped eight percentage points to 41% from 2018 to 2019. Our progress monitoring last Spring dropped to an overall achievement of 31%.
Measurable Outcome:	BHS' goal is to maintain Biology achievement at 41% despite progress monitoring scores dropping last year on the NGSS FSA EOC Biology assessment in Spring 2021.
Monitoring:	BHS will use district progress monitoring Q1 and S1. We believe that the 1st semester benchmark will return to normal and be predictive this year. .We are having teachers work with PEARL with students to ensure students can support their findings with evidence.In addition, BHS will use vocabulary.com to monitor science vocabulary acquisition.As we evaluate our data, we will be reviewing the scores for our African American students, our ESOL students, and our ESE students and addressing their needs for different learning strategies and reteaching.
Person responsible for monitoring outcome:	Donald French (frenchd@manateeschools.net)
Evidence-based Strategy:	Teachers will be using AVID strategies to engage students in the learning. They will use SEL strategies to help develop relationships with the students. Students will be taught to write paragraphs supported by evidence. Science teachers are using interactive word walls and supporting vocabulary needs through interaction with the words in the unit through their word walls and through Vocabulary.com. Teachers and students also have access to Study Island to practice answering Biology questions online. We also have a pilot with two science teachers to begin to switch our lesson planning method to Universal Design for Learning (UDL) to address the needs of all our students including our African-American, ESOL, and ESE students.
Rationale for Evidence-based Strategy:	AVID supports student engagement which we struggle with in content areas. We are using SEL strategies to help develop close relationships between students and teachers.Writing PEARL paragraphs helps students understand how evidence is supposed to support conclusions, a connection with which students also struggle. interactive word walls will force students to use the unit vocabulary and help them draw connections between the words and the concepts the teacher is presenting. Vocabulary.com is for rote memory. Study Island will be used for students to practice test taking online and reading the question being asked instead of guessing the question. We are moving to Universal Design for Learning (UDL) for lesson planning as it is a framework to remove barriers to learning and helps to engage learners, activate learning, and scaffold understanding.

Action Steps to Implement

All existing and new teachers will be AVID trained.

Person Responsible	Angelia Gilley (gilleya@manateeschools.net)

All teachers will be trained in SEL strategies.

Person Responsible	Michael Mullen (mullenm@manateeschools.net)

Science teachers will be taught the PEARL paragraph method and will be assigned to teach and turn in one set of student PEARL samples per month.

Person Responsible   Dorlinda Carlson (carlsonl@manateeschools.net)

Teachers will develop an Interactive Word Wall in science and update it by concept or unit. They will also use Vocabulary.com to support student memorization.

Person Responsible   Sylvia Avalos (avaloss@manateeschools.net)

Sciecen will use the progress monitoring assessments and analyze the data for reteaching opportunities.

Person Responsible   Donald French (frenchd@manateeschools.net)

Educate pilot volunteers and develop lessons using UDL as pilot for wider use next year.

Person Responsible   Dorlinda Carlson (carlsonl@manateeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Attendance among our student population, especially our most vulnerable students has been in constant flux and recently trends in a negative direction. Inconsistent attendance greatly affects academic achievement for all students and disrupts our learning environment and school climate.
Measurable Outcome:	Reduction of chronic absenteeism among our most vulnerable students and subgroups by 5%. Increase in average daily attendance rate to 90%.
Monitoring:	An attendance team will be created of at least 4 members who will meet on biweekly basis to review chronic absence data. Data will be disaggregated for individuals and groups of students with unexcused and excused absences and days missed related to suspensions.
Person responsible for monitoring outcome:	Wendell Butler (butlerw@manateeschools.net)
Evidence-based Strategy:	Share monthly attendance data with school staff and community via student/parent portal, staff reviews, school report cards, newsletters and wall displays. Develop partnerships with community and parents to recognize good and improved attendance. Monitor students who are on the cusp of tier 2 or tier 3, identify common barriers, emerging patterns, and identify the causes for chronic attendance issues and facilitate problem solving approaches to address student needs.
Rationale for Evidence-based Strategy:	This approach allows the school to have a positive impact on school climate by consistently making parents aware of the importance of attendance and indirectly asking them to partner in making sure their student attends consistently. In addition, positive support and praise will aid in increasing the likelihood that students will attend due to incentives provided. Furthermore, proactively problem-solving students identified as chronically absent will allow us to provide better case management of our student needs, develop more effective prevention, early, and intensive interventions to combat the reasons for absences.

Action Steps to Implement

1. Identify attendance team members
2. Look at team purpose and determine focus and desired outcome
3. Define the roles and responsibilities of all
4. Set up meeting frequency
5. Develop norms, data reports, and agendas for meeting (Protocols)
6. Determine the type of data needed
7. Identify current school climate and culture related to attendance
8. Identify Tier 1, 2, & 3 needs.
9. Develop initial plan of attack and solidify incentives or recognition method for students.

Person Responsible	Wendell Butler (butlerw@manateeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Bayshore reported 2.6 incidents of crimes, violence, and disruptive behaviors per 100 students. This rate is less than the Statewide high school rate of 3.3 incidents per 100 students and greater than the district rate of 2.3 incidents and places Bayshore in the moderate category. Bayshore will continue to monitor all incidents, but particularly property incidents as they fall into the very high category.

Bayshore High reported 13.5 suspensions per 100 students in 20-18-2019 compared to the 2019-2020 school year rate of 31.6 which places Bayshore in the very high category. Bayshore's staff monitors the rate of use of OSS and will continue to do so. Checking to see if ISS is a suitable replacement for OSS for certain incidents remains our goal in the moderate infractions.

We are using SEL as a way to encourage students to form connections with each other and with the staff. We are also running groups for students who recurring problems in certain behavior areas through the MTSS-B referral process. In addition, we have counseling from Centerstone, a social worker, a phycologist, and other agencies here on campus. We also have agencies that support our students based on their home situations such as Project HEART.

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.

We have begun using Social and Emotional Learning in every lesson plan. We are asking for a welcoming ritual at the beginning of each lesson, an engaging strategy, and an optimistic close at the end of each lesson. The hope is that students will form stronger relationships with their teachers and with each other. The byproduct of these relationships is more engagement, more productivity, better attendance, and a higher graduation rate.

We are also using the district's plan for five hours of mental health lessons on specific topics for each grade level as assigned by the district. Students have been suffering a great deal through the COVID crisis, and we see higher numbers of referrals to agencies in the community.

We will send out teachers to mental health training and recertify our teachers as needed by the district.

We are also doing attendance and grade point average incentives for students and also high score incentives in reading classes.

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

Principal - sets the tone of the school
Asst principals - follow the lead of the principal, encourages the staff while holding them accountable for instructional practices
Lead teachers - responsible for upholding instructional practices, leading their staff to have high standards, and deliver SEL effectively
teachers - responsible for delivering quality instruction, SEL lesson portions, and encouraging students to improve school culture
support staff - responsible for supporting instruction and encouraging students
students - responsible for learning and Learning and responding to SEL measures