

Hillsborough County Public Schools

East Bay High School



2022-23 Schoolwide Improvement Plan

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East Bay High School

7710 OLD BIG BEND RD, Gibsonton, FL 33534

[no web address on file]

Demographics

Principal: Amy Stevens Cox

Start Date for this Principal: 5/7/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2021-22 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	2021-22: C (53%) 2018-19: C (51%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Hillsborough 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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East Bay High School

7710 OLD BIG BEND RD, Gibsonton, FL 33534

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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<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.

East Bay High School seeks to be focused on their continued efforts to reach student success through positive interactions with community members in a collective, goal driven culture.

Provide the school's vision statement.

Prepare a generation of students who believe in their strengths, abilities and their future.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Stevens-Cox, Amy	Principal	
Jackman, Kevyn	Assistant Principal	
Johnson, Jene	SAC Member	

Demographic Information

Principal start date

Tuesday 5/7/2019, Amy Stevens Cox

Number of teachers with a 2022 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 2022 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.*

21

Total number of teacher positions allocated to the school

130

Total number of students enrolled at the school

1,983

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	502	464	493	453	1912
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Tuesday 8/23/2022

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	498	462	492	453	1905	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	137	156	151	158	602	
One or more suspensions	0	0	0	0	0	0	0	0	0	10	11	9	10	40	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	107	140	108	98	453	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	134	95	96	98	423	
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	8	8	5	7	28	

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	

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	498	462	492	453	1905	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	137	156	151	158	602	
One or more suspensions	0	0	0	0	0	0	0	0	0	10	11	9	10	40	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	107	140	108	98	453	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	134	95	96	98	423	
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	8	8	5	7	28

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	52%	51%				42%	56%	56%
ELA Learning Gains	48%						45%	54%	51%
ELA Lowest 25th Percentile	40%						35%	41%	42%
Math Achievement	40%	39%	38%				36%	49%	51%
Math Learning Gains	55%						47%	48%	48%
Math Lowest 25th Percentile	43%						44%	45%	45%
Science Achievement	55%	46%	40%				53%	69%	68%
Social Studies Achievement	65%	49%	48%				70%	75%	73%

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

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
2022					
2019	53%	66%	-13%	67%	-14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	73%	-3%	70%	0%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	63%	-39%	61%	-37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	57%	-13%	57%	-13%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	40	37	23	35	26	32	37		93	26
ELL	19	48	50	29	60	50	32	40		91	46
ASN								80		92	75
BLK	31	43	31	34	49	32	42	55		98	46
HSP	33	48	47	35	57	50	50	58		93	50
MUL	46	57	50	65	69		59	78		96	64
WHT	48	49	36	47	52	46	69	77		95	59
FRL	33	45	41	38	54	45	48	61		95	46
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	42	37	25	25	33	13	30		85	32
ELL	10	36	40	13	26	38	6	36		97	41

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
ASN	71	75								100	64
BLK	28	41	37	16	21	27	22	47		93	42
HSP	29	42	44	21	21	27	28	56		95	57
MUL	38	35		15	5		63	70		95	53
WHT	48	52	41	34	26	18	50	74		90	57
FRL	31	44	41	21	21	23	31	54		90	49
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	24	43	35	21	43	46	25	45		86	21
ELL	7	34	35	11	28	35	23	50		82	50
ASN	56	38		68	63		75	70		94	67
BLK	31	37	30	26	43	39	43	61		93	28
HSP	36	45	39	29	42	42	48	68		89	49
MUL	51	54		41	60		50	85		81	45
WHT	56	53	33	50	56	57	66	77		88	60
FRL	34	41	32	30	45	43	44	63		87	41

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
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	37
Total Points Earned for the Federal Index	569
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

SWD and ELL students are performing below the federal index percentage level.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

SWD and ELL student achievement levels on state based assessments needs to improve.

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 academic content is not accessible for these subgroups of students. Teachers and professional developments will focus on designing lessons and activities that are scaffolded, differentiated, and engaging for students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains overall and math learning gains for the lowest 25 percentile showed the most improvement based on the 2022 assessment data.

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

There was a specific curriculum focus on this area during that school year. The math coach was involved in plc, standard analysis, and assessment preparation.

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

Instructional leaders will need to identify areas of student learning gaps and provide interventions to decrease these learning gaps and accelerate learning.

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.

This year, the school will utilize a classroom walkthrough data tracking tool that will track trends in the classroom. The instructional leadership team will then use this data to provide professional development based off this data.

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

The school is specifically focused on increasing the effectiveness of PLCs. The effectiveness is being increased by focusing on assessment of learning by creating common assessments within specific subject areas. Teachers will then use this common assessment data to identify areas of focus. The PLCs will then come up with a plan of action during common planning to address the areas of focus.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Decreasing the number of Level 1 students, especially in ELA as reading affects so many other courses.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

East Bay High School will increase its ELA learning by 15% in 22-23 (from 45% to 60%), with 70% of that growth coming from Level 1 learners. This will allow us, consequently, to see how well the school has adopted the BEST standards and focused on its Level 1 population.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

While we cannot control the number of Level 1 students that we acquire as many come from the middle school or surrounding charter schools and have already been held back, faced academic struggles, etc., we can affect their gains, and the rate of gains (i.e. propelling them into Level 2). Many students have a history of absenteeism which affects learning, have not been properly served by their accommodations (SWD) and/or lack many of the fundamental learning tools (i.e. fluency) that are needed to increase the rate of academic growth. These are all factors that we can control.

Person responsible for monitoring outcome:

Amy Stevens-Cox (amy.stevens-cox@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

East Bay High School will increase its ELA learning by 15% in 22-23 (from 39% to 54%), with 10% of that growth coming from Level 1 learners. This will allow us, consequently, to see how well the school has adopted the BEST standards and focused on its Level 1 population.

Rationale for Evidence-based Strategy:

**Explain the rationale for selecting this specific strategy.
Describe the**

Here at East Bay high School, we want to give the students productive struggle to watch for improvement in their learning gains. By providing special attention to our level one students we can encourage more academic growth with hopes students will achieve a level two or level three proficiency.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Data Chats for SWD students- APC will review teacher and student data looking for upward trends and identifying standards that indicate a deficiency, thus formulating a plan for remediation.

9/2022-3/2023

Quarterly

Teacher and student data on each reading progress monitoring test will be analyzed to determine next steps

Person Responsible Amy Stevens-Cox (amy.stevens-cox@hcps.net)

The Literacy Coach will both model for students and teachers, weekly. Coaching Logs and Calendars will be reviewed for numbers of teachers served; walkthroughs will determine the implementation of modeled strategies and Coaching Logs, evidence of writing in lesson planning (PLC notes).

7/2022-5/2023

The Literacy Coach will both model for students and teachers, weekly.

Coaching Logs and Calendars will be reviewed for numbers of teachers served; walkthroughs will determine the implementation of modeled strategies.

Coaching Logs, evidence of writing in lesson planning (PLC notes).

Person Responsible Amy Stevens-Cox (amy.stevens-cox@hcps.net)

#2. Positive Culture and Environment specifically relating to Tardies & Skipping

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Reducing the number of skipping and tardies, thus reducing the number of consequences students are assigned.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our EdConnect data shows 439 incidents of skipping and or tardiness from August - November. This is 4 times the amount of incidents that the next greatest category. These problems are related to attendance.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School has changed. Students now have access to Canvas and thus feel that class is “on their time” because they can do the work at any time. While in many ways that is true, that mentality does not prepare students for a job, or work ethic, or discipline. While our response to skipping and tardiness has mainly been punitive in the past (i.e. note the 355 incidents of ISS and detention, we know that the behavior of our most needy students (who are ED, Level 1, SWD, and ELL) does not change as a result of this. The connection in the classroom is the key, and the relationships among teachers and students is what matters. Teachers who have high expectations, engaging classes and a PBIS classroom system tend to not have students skip---but this is not a schoolwide focus.
Person responsible for monitoring outcome:	Kevyn Jackman (kevyn.jackman@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	East Bay High School will increase the number of teachers regularly, and independently, implementing PBIS in their classes by 20% in the 2022-2023 school year. Currently, only 5 teachers practice this in their class.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the

**rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/**

criteria used

for selecting

this

strategy.

By using the PBIS system students will have a positive reward system to encourage them to not only attend class but attend class on time. Teachers will be giving out "Bay Bucks" to those students who attend class on time all week long to earn a chance to buy an item at the school store. This is a positive affirmation to encourage students to make the right choices.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teacher Training- Model Classrooms of PBIS in the Classroom will be available to teachers to dialogue with mentors who have already implemented the program.

2 times/year

Walkthroughs of Teacher Classes

PBIS team, CCRT

Person

Responsible

Kevyn Jackman (kevyn.jackman@hcps.net)

Classroom Competitions in SWD classes- students in a targeted hall will be competing for least amount of skipping and least amount of tardies in an effort to create a positive hallway culture.

8/2022-5/2023

Monthly

Logs of students that are late to class, as noted by AP in hall.

Tally charts, VIP lunch passes

Person

Responsible

Kevyn Jackman (kevyn.jackman@hcps.net)

#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Reteaching systems, ensuring accountability in all areas of school leadership
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>The leadership needed to maintain our accountability systems needs to evolve as we are now a Title 1 school and our students have greater needs. Time and time again we hear from parents a need for guidance. Our Mental Health Quarterly Data indicates that there is a variety of mental health needs that students now face. The number of transgender students we serve has increased and an anxiety group formed at the school is well attended indicating a need for such services. We need to re-establish our way of work with leadership and our systems to ensure students are programmed correctly, served correctly, intervened with as needed, etc. Some of the data that shows the effects of our “rusty systems” is that our attendance has declined to 87.5% (lower than the district average of 92%) in 21-22 and 77% of all absences at East Bay are unexcused.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>With COVID, many of our systems were lost. We had to shift focus to new needs: Canvas, safety, quarantining, and the capacity to serve all these needs meant that some things (like attendance meetings, for example) got lost along the way. In addition, we have lost many of our more senior teachers that knew the systems and implemented them due to retirements (In the last two years we have had six faculty and staff retire and 4 take a leave or resign). This turnover creates the need to reteach systems, as well.</p>
Person responsible for monitoring outcome:	Amy Stevens-Cox (amy.stevens-cox@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Guidance PLCs and Workshops will provide all school counselors with one mission and expectation (ie. Programming, increase Dual Enrollment numbers, etc.) These expectations will transition into student and parent after-hour workshops, thus increasing graduation rates.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-**

based

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

If students are invested in more than required classes, but programs of interest to them such as a CTE Class, and dual enrollment classes they will be more likely to stay engaged with the school and the curriculum. By providing classes such as CTE and dual enrollment we are investing in their future.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School Counseling PLCs and Workshops will provide all school counselors with one mission and expectation (ie. Programming, increase Dual Enrollment numbers, etc.) These expectations will transition into student and parent after-hour workshops, thus increasing graduation rates.

7/2022-5/2023

Bi-Weekly

APC will review Agendas, Action Steps, Attendance Logs and Products from their meetings.

Person

Responsible Amy Stevens-Cox (amy.stevens-cox@hcps.net)

The Attendance Committees will carefully monitor students at the beginning stages of attendance concerns (days 4-5) and employ an aggressive approach to curtail future absences and provide needed support.

8/2023-4/2023

Monthly

The numbers of 10+ day absent students should decrease by 10%.

Social Worker, Psychologist, Personnel to make calls.

Person

Responsible Kevyn Jackman (kevyn.jackman@hcps.net)

#4. -- Select below -- specifically relating to**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school's PBIS and the Dean of Climate and Culture is specifically focused on improving the school culture and promoting positive behavior in students. The Student Government Association is also focused on provide school wide activities and initiatives that increase inclusion and positive culture with students.

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

The school has a PBIS team lead by administration and teacher leaders to positively impact the school culture. All faculty and staff are involved in promoting the school wide PBIS initiative. The PBIS team has implemented a school wide token program where students are given Indian Bucks by faculty/staff for exhibiting positive behaviors. The students are allowed to redeem these Indian Bucks for edible treats every Friday. There are various other positive behavior promotion initiatives such as report card data chats, Student of the Quarter Awards, and tardiness prevention programs.