

St. Johns County School District

Beachside High School



2022-23 Schoolwide Improvement Plan

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Beachside High School

200 GREAT BARRACUDA WAY, Saint Johns, FL 32259

<http://www-bhs.stjohns.k12.fl.us/>

Demographics

Principal: Greg Bergamasco

Start Date for this Principal: 8/1/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	5%
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: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 St. Johns 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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Beachside High School

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<http://www-bhs.stjohns.k12.fl.us/>

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	No	5%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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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 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
Bergamasco, Greg	Principal	Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.
Altick, Mollie	Assistant Principal	Responsible for assisting the Principal with leadership, direction, supervision, operations and accountability at Beachside High School.
Sirak, Ryan	Assistant Principal	Responsible for assisting the Principal with leadership, direction, supervision, operations and accountability at Beachside High School.
Stone, Kendra	Other	Responsible for coordinating the college readiness programs and academies at Beachside High School.
Higgins, Kendall	School Counselor	The instructional coach is a highly qualified educator who is knowledgeable about curriculum and instruction and is able to increase student learning by fostering instructional excellence throughout the building. The coach will engage in the delivery of professional development, including observing teachers, coaching and modeling instructional and assessment strategies, and providing feedback that ensures effective instruction and student learning.
Hawkinson, Daniel	Dean	The Dean promotes positive behavior expectations throughout the school and administers student discipline consequences in accordance with the district's disciplinary policy.

Demographic Information

Principal start date

Monday 8/1/2022, Greg Bergamasco

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.*

na

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.*

na

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

1,250

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

0

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

60

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	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	119	90	94	0	303
One or more suspensions	0	0	0	0	0	0	0	0	0	4	1	2	0	7
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	39	19	35	0	93
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	10	0	0	0	10
Number of students with a substantial reading deficiency	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	8	13	0	0	21

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 8/30/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	
Attendance below 90 percent	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	
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	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	

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	0	0	0	

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		74%	51%					74%	56%
ELA Learning Gains								60%	51%
ELA Lowest 25th Percentile								50%	42%
Math Achievement		50%	38%					73%	51%
Math Learning Gains								58%	48%
Math Lowest 25th Percentile								55%	45%
Science Achievement		70%	40%					86%	68%
Social Studies Achievement		59%	48%					88%	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					

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					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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
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
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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

N/A- Beachside High School does not have emerging data because it is new.

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

N/A- Beachside High School does not have emerging data because it is new.

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

N/A- Beachside High School does not have emerging data because it is new.

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

N/A- Beachside High School does not have emerging data because it is new.

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

N/A- Beachside High School does not have emerging data because it is new.

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

1. Prioritizing Standards:

Not all standards are created equal, yet sometimes all are given equal instructional time. It is more important now than ever before to make informed, conscious decisions about how much time and attention will be devoted to specific standards.

We will evaluating standards against a list of criteria such as:

- Does the standard have applications that cross over into other content areas?
- Is the standard a prerequisite for future learning?
- Those standards that don't make the cut are not eliminated; they simply are not focused upon with the same level of intensity

2. Diagnosing Essential Missed Learning:

If we don't know which concepts and skills students are missing, how can we possibly provide the kind of targeted instruction needed to bridge those gaps? The annual high stakes test most students take isn't likely to yield the kind of information that will help in this regard. Instead, ongoing progress monitoring is the key to uncovering areas of need that can then be addressed.

3. Utilizing Interdependent Collaborative Student Teams:

Beachside High will continue to have Kagan Strategies that will allow students to help each other grow. Many classrooms and schools have achieved powerful results when students work in academic teams to tackle rigorous standards-based tasks.

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.

Professional development opportunities are going to be implemented monthly at Beachside High School by our administrative team for the faculty. In addition to the monthly trainings we have several scheduled trainings from the district level where teachers are able to choose specific topics that will better suit their instructional needs.

New teacher training: Our new teachers have all been paired with mentors throughout the school to assist them during their first year of teaching. Beachside High School has also given new teachers several instructional training to help ensure best practices are being utilized within the classroom. New teachers work with their PLC team to develop lesson plans and analyze common summative and formative assessments. The inclusion of the PLC process allows new teachers to feel supported through the team and ensure they have support.

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

1. Building Commitment:

Without buy in for the current strategies, there would be no sustainability from one year to the next. Therefore an emphasis on building commitment with the current staff is the first step towards improvements for the future. In order to do this we will need to provide rationale for change, solicit and use teacher input continuously, select an effective improvement measure and make change as

transparent as possible.

2. Developing Capacity:

Cultivating collaboration and shared responsibility amongst the staff will allow for meaningful collaboration has been identified as a way to foster capacity building. Once new abilities develop, we will need to encourage teacher leadership. Teachers became more invested can grow as leaders.

3. Increasing Staff Retention:

In order to maintain the investment that was made with teacher commitment and development we need to do everything that we can to ensure that that human capital investment stays within our school. A few services that BHS can do to ensure teacher retention could be: Survey school staff members as to why they leave and why they stay and Regularly monitor teacher needs and accordingly prioritize human resource efforts.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Building School Culture**Area of Focus Description and Rationale:**

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

Beachside High School is in it's infancy stages. Establishing and maintaining a strong and good school culture is vital to the success of our students academically and socially.

Measurable Outcome:

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

Beachside High School would like to have at least 60% of our student body participating in or attending extracurricular activities, clubs, or sport.

Monitoring:

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

During the Needs Assessment Survey students will be asked if they participate in activities outside of school.

Person responsible for monitoring outcome:

Greg Bergamasco (greg.bergamasco@stjohns.k12.fl.us)

Evidence-based Strategy:

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

We are hosting a club fair; where students can show interest in clubs and then find the a teacher that can sponsor the club.

Rationale for Evidence-based Strategy:

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

Participating in extracurricular activities builds teamwork, communication, relationships, and a sense of belonging, all of which help students to develop socially and be successful in school. Participation in extracurricular activities demonstrates the importance of community involvement. All of which are vital to a new school and organization.

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

#2. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>With a new school it will take leadership that allows for all parties to have an opportunity to allow the school to grow. As students and teachers have opportunities to truly take ownership of aspects of Beachside High School, the overall culture would improve.</p> <p>Greg Bergamasco's transformational leadership is the key to prompt school development. It can help the school solve problems pertinently and obtain various degrees of improvement on different stage. The transformational leadership skills of principal can be seen in forming the ideas, building shared vision, power sharing, gaining credence and experiencing success. There are a lot of examples in the practice prove that the principals' lead- Principals' Transformational Leadership in School Improvement.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Beachside High School would like to have 40% of our teacher body expanding their roles, taking leadership positions.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Surveys will be completed throughout the year as well as during the needs assessment survey to inquire about teacher and student leadership as well as overall participation in activities that relate to Beachside High's vision as a school.</p>
Person responsible for monitoring outcome:	<p>Greg Bergamasco (greg.bergamasco@stjohns.k12.fl.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Building shared vision is the core of transformational leadership improvement. Beachside High School plans ot have teacher's and community members give feedback and work towards a common vision statement.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	<p>In transformational leadership, the principal's role shifts toward fostering a collective vision and motivating members of an organization to achieve extraordinary performance.</p>

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.

Clear vision is created and communicated by the principal.

Principal delegate ownership of curriculum coordination, supervision, evaluation, instruction, student programs, etc. to their staff.

Proactive focus on culture-building.

Person

Responsible

Greg Bergamasco (greg.bergamasco@stjohns.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Our lowest performing as a sub group is students with disabilities.

Measurable Outcome:

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

Beachside high school is going to aim to have 40% of students with disabilities show learning gains for the school year.

Monitoring:

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

ELA will have progress monitoring by use of Achieve 3000, and SAT/ACT. Math will have progress monitoring using District Common Assessments, PAST, ACT/SAT.

Person responsible for monitoring outcome:

Ryan Sirak (ryan.sirak@stjohns.k12.fl.us)

Evidence-based Strategy:

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

Strategies will include Math & ELA support teachers, small group instruction, Achieve 3000, and Delta Math. Teachers will also be utilizing the PLC model to help identify and assist students that are in need of additional help.

Rationale for Evidence-based Strategy:

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

Teams that operate using the PLC model, collaborate and align standards and review data which will increase student achievement.

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.

Within the PLCs from each subject the team will:

1. Analyze data from district and state assessments.
2. Develop a Smart goal of which standards are key for each course.
3. Establish the best practices and methods to teach the most important material as well as develop common summative assessments.
4. Share common assessment data to identify where students succeeded or did not reach desired achievement.
5. Develop a plan for what to do when students do not master the material.

Person Responsible

Ryan Sirak (ryan.sirak@stjohns.k12.fl.us)

Monitoring of student data and classroom participation from the classroom support facilitator teachers

Person Responsible

Ryan Sirak (ryan.sirak@stjohns.k12.fl.us)

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.

Beachside High School incorporates many methods to increase positive school culture. The faculty and staff are the core to building positive relationships with students on campus. School athletics, arts and club opportunities are a vital source of the positive culture that exists at Beachside High School. We want to foster and encourage the parents and community are highly involved in various activities.

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

Stakeholders include students, parents, faculty, and staff. Many events are student-driven and student-led.