

Bay District Schools

Bay High School



2019-20 Schoolwide Improvement Plan

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Bay High School

1200 HARRISON AVE, Panama City, FL 32401

[no web address on file]

Demographics

Principal: Blythe Carpenter

Start Date for this Principal: 7/12/2010

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (56%) 2016-17: C (49%) 2015-16: C (50%) 2014-15: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Bay 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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1200 HARRISON AVE, Panama City, FL 32401

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide opportunities and curriculum that are relevant and rigorous so that students demonstrate academic excellence, career readiness, and social sensitivity.

Provide the school's vision statement.

To provide a strong academic and collegial atmosphere which allows every student to become a transformational leader.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
May, Billy	Principal	Provides a common vision for the use of data-based decision making and ensures that the school-based team is implementing necessary programs and district initiatives. He also ensures that necessary professional development is available for all stakeholders and oversees the Science and Foreign Language Dept.
Palfrey, Kris	Assistant Principal	Oversees the Title 1 Budget, Math and ESE Dept. Ensures that necessary resources and professional development opportunities are provided for stakeholders
Wiggins, Pam	Teacher, K-12	Mrs. Wiggins provides information about core instruction, participates in making sure that Tier 1 instruction is being implemented and student data is collected and analyzed. If needed, she collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She also serves as leads for PLCs. She currently is assigned to the Science dept. teaching Pre-AICE physics.
Todd, Megan	Teacher, K-12	Provides information about core instruction, participates in making sure that Tier 1 instruction is being implemented and student data is collected and analyzed. If needed, she collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She also serves as leads for PLC's. She currently teaches AICE Eng. Lit and Thinking Skills.
Laird, Leanne	Teacher, K-12	Provides information about core instruction, participates in making sure that Tier 1 instruction is being implemented and student data is collected and analyzed. If needed, she collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She also serves as leads for PLC's. She currently is assigned to the math dept. teaching Pre-AICE math.
Fowler, Cindy	Teacher, K-12	Provides information about core instruction, participates in making sure that Tier 1 instruction is being implemented and student data is collected and analyzed. If needed, she collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She also serves as leads for PLCs. She currently teaches AICE U.S. History, and US History Honors.
Jones, Lisa	Assistant Principal	Oversees and monitors the SIP process and team to ensure that the goals developed by Bay High stakeholders support the mission and vision, as well as oversees the Reading/ELA Dept. Also, works with discipline.
Craft, Barbara	Assistant Principal	Serves as the Administrator over the Guidance Dept. and ensures that our underserved and first-generation students have access to vital tools to reach all possible post-high school options. Ms. Smiley communicates with various stakeholders to ensure that our faculty and staff have necessary professional

Name	Title	Job Duties and Responsibilities
		development, resulting in more effective instruction and positive relationships. She also is responsible for testing.
Hansen, Jill	Teacher, K-12	Provides information about core instruction, participates in making sure that Tier 1 instruction is being implemented and student data is collected and analyzed. If needed, she collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She also serves as leads for PLC's. She currently teaches AICE Marine Science, and Biology 2 Honors
Bailie, Greg	Teacher, Career/Technical	Currently teaches Culinary 1-4.
Grady, Michael	Teacher, K-12	Provides information about core instruction, participates in making sure that Tier 1 instruction is being implemented and student data is collected and analyzed. If needed, she collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She also serves as leads for PLC's. He is currently teaching Algebra 1A.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	301	284	228	249	1062
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	89	39	41	56	225
One or more suspensions	0	0	0	0	0	0	0	0	0	0	87	63	43	36	229
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	9	40	18	45	112
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	116	89	62	61	328

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	84	62	45	55	246	

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	11	6	3	0	20	
Students retained two or more times	0	0	0	0	0	0	0	0	0	22	9	9	11	51	

FTE units allocated to school (total number of teacher units)

66

Date this data was collected or last updated

Tuesday 9/17/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	16	17	10	77
One or more suspensions	0	0	0	0	0	0	0	0	0	110	71	39	54	274
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	27	48	69	43	187
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	116	120	85	67	388

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	31	37	40	0	108

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	16	17	10	77
One or more suspensions	0	0	0	0	0	0	0	0	0	110	71	39	54	274
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	27	48	69	43	187
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	116	120	85	67	388

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	31	37	40	0	108

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	57%	56%	41%	52%	53%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	50%	49%	51%	35%	44%	49%
ELA Lowest 25th Percentile	35%	35%	42%	27%	35%	41%
Math Achievement	44%	58%	51%	36%	58%	49%
Math Learning Gains	46%	53%	48%	36%	50%	44%
Math Lowest 25th Percentile	39%	50%	45%	29%	48%	39%
Science Achievement	83%	74%	68%	57%	68%	65%
Social Studies Achievement	70%	76%	73%	65%	77%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	301 (0)	284 (0)	228 (0)	249 (0)	1062 (0)
Attendance below 90 percent	89 (34)	39 (16)	41 (17)	56 (10)	225 (77)
One or more suspensions	87 (110)	63 (71)	43 (39)	36 (54)	229 (274)
Course failure in ELA or Math	9 (27)	40 (48)	18 (69)	45 (43)	112 (187)
Level 1 on statewide assessment	116 (116)	89 (120)	62 (85)	61 (67)	328 (388)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	54%	58%	-4%	55%	-1%
	2018	41%	54%	-13%	53%	-12%
Same Grade Comparison		13%				
Cohort Comparison						
10	2019	48%	53%	-5%	53%	-5%
	2018	46%	52%	-6%	53%	-7%
Same Grade Comparison		2%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	71%	13%	67%	17%
2018	56%	64%	-8%	65%	-9%
Compare		28%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	74%	-4%	70%	0%
2018	67%	73%	-6%	68%	-1%
Compare		3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	64%	-39%	61%	-36%
2018	66%	64%	2%	62%	4%
Compare		-41%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	62%	-9%	57%	-4%
2018	45%	62%	-17%	56%	-11%
Compare		8%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	53	49	36	35	27	64	35		92	24
ELL	14	15	14	5						67	42
ASN	69	44									
BLK	27	34	31	21	38		62	35		84	58
HSP	43	35	28	43	44		92	82		70	47
MUL	57	62		36	50		83	63		94	65
WHT	64	59	44	53	47	43	85	83		86	81
FRL	48	45	35	38	42	36	80	65		79	63

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	23	29	18	25	53		28	73		67	25
ELL	3	20	25	23	60		21			45	
ASN	69	36								100	90
BLK	26	36	31	28	47	40	34	53		67	57
HSP	32	35	26	51	65		35	54		68	71
MUL	46	53		62	56		58	67		87	75
WHT	57	45	31	64	58	63	69	82		84	78
FRL	37	38	27	41	51	43	44	61		70	65
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	32	32	16	25	23	31	48		59	37
ELL	15	27	32	17	21	13	38			80	
ASN				38	27						
BLK	20	22	17	21	33	25	36	42		78	57
HSP	23	26	33	27	31	20	48	45		90	72
MUL	42	29		34	28	40	58	73		92	58
WHT	56	45	38	47	40	41	70	84		85	84
FRL	31	31	26	29	32	26	48	56		77	67

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
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	45
Total Points Earned for the Federal Index	619
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	29
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	57
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
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	65
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

The Subgroup Data Category showed the lowest performance, in regards to our English Language Learner population. This subgroup scored below the 41% threshold. We have a high transitory population as well as a high number of ELL students entering the school. The district is still working positively towards sustaining and improving the NewComer program. Language barrier is also a huge factor as well as resources.

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

The Math lowest 25th Percentile declined from 52% in 2018 to 39% in 2019. Algebra 1A and 1B were split. Previously our higher performing students tested.

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

Our Science Achievement had the greatest positive gap (Bay 83%, State 68%). This was due to our AICE students testing. Our ELA lowest 25th% (35 to 42) and Math Achievement (44 to 51) both had a negative gap of 7 when compared to state. Again, the math was due to the split as mentioned above in (b) and as regarding ELA lowest 25%- Hurricane Michael caused a lot of disruption and displacement, as well as increased our transitory issues.

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

Science Achievement due to the way the schedule was implemented; AICE students were assigned in this tested subject.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Level 1 on statewide assessment is a concern.

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

1. Continue to increase in the area of ELA to include lowest 25%, with an emphasis on our ELL population
2. Decrease Behavior Referrals

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Reading Proficiency in Lowest 25% with Emphasis on subgroup of ELL
Rationale	One of the critical areas that we scored poorly in was that of the lowest 25th percentile in ELA. Currently we have 270 LV 1 students and while this is down from last year, we need to decrease this even further. Academic success in reading is imperative if students are to accomplish academic excellence in all content areas, leading to enhanced FSA scores, and laying a very strong foundation leading to college and career readiness. Our goal is to provide necessary professional development in close reading, student feedback, and cultural sensitivity, so that our faculty and staff become equipped with the necessary strategies to foster increased academic achievement. This year we have increased our awareness of our ELL population and their very specific needs, as they are the single subgroup that did not attain the 41% threshold. Thus we are targeting all of our lowest 25% but with a focus on the ELL subgroup.
State the measurable outcome the school plans to achieve	To improve student reading proficiency levels by 12% in the lowest 25% (ELA) with an emphasis on ELL as measured by the FSA assessment by end of SY 2019-2020.
Person responsible for monitoring outcome	Lisa Jones (joneslm@bay.k12.fl.us)
Evidence-based Strategy	<p>Providing feedback and goal setting opportunities to students, particularly the lowest 25% of our student population with emphasis on our ELL population.</p> <p>According to Hattie and Timperley (2007) feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. They developed a model of effective feedback that identifies the particular properties and circumstances that make it work. Feedback on task, process and self regulation level is far more effective than on the Self-level (e.g. praise which contains no learning information). Descriptive feedback is closely related to providing formative assessment (see above). In an interview Hattie emphasized that the most powerful feedback is that given from the student to the teacher. This feedback allows teachers to see learning through the eyes of their students. It makes learning visible and facilitates the planning of next steps. The feedback that students receive from their teachers is also vital. It enables students to progress towards challenging learning intentions and goals. Hattie's hinge point for feedback is 0.73, and for goals it's 0.56; we know that anything above .4 yields gains.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Data Mining- Id lowest 25% of whole student body and of our ELL subgroup; also Id our ELL at population that have scored a 3 or better in Math and Science. Provide these students relevant feedback and goal setting opportunities 2. Continue Close Reading and exposing students to rigorous text 3. Provide PD (Lit. Coach, D. Sackman, Ell Resource Teacher) to include but not limited to interpreting data and giving effective feedback. 4. Provide student writing opportunities.
Person Responsible	Lisa Jones (joneslm@bay.k12.fl.us)

#2	
Title	Discipline
Rationale	Disruptive behavior by one student also encourages other students to do the same, which compromises the teacher's authority and ability to control the group. The learning process for other students is affected when one or more students behave in a disruptive manner. Constant interruptions can interfere with focus.
State the measurable outcome the school plans to achieve	Decrease student discipline referrals by 10% as measured by FOCUS and the district's nine week reports by end of SY 2019-20.
Person responsible for monitoring outcome	Barbara Craft (craftba@bay.k12.fl.us)
Evidence-based Strategy	Implement Behavioral Intervention Program
Rationale for Evidence-based Strategy	The aspects listed in the "Action Steps" section are components of a behavioral program. According to Hattie this has a 0.62 hinge point.
Action Step	
Description	<ol style="list-style-type: none"> 1. Conflict Resolution - Offered to students that are having difficult emotional times and may have accrued one or more discipline referrals. Both student and parent meet with Pastor Ricky Rivers for this resolution process. 2. MTSS/District Coaching/Behavior Team- MTSS leadership team will meet monthly to discuss interventions for students displaying repetitive negative behavior choices. Teachers will discuss T2/T3 students during PLCs. District Coaches and Behavior team will continue to offer support to our students and teachers as needed. 3. District Social/Emotional Supports - PD by district personnel to help teachers support our student population's social and emotional needs. District behavior teams are also available to assist teachers with problem behaviors and classroom management. 4. Check In Check Out Implementation- Some students benefit from having someone that they can talk to. This person will help them set a behavior goal, meet with student for celebrations of successful goal and or discussions regarding modifying goal, or issues with continued negative behavior. 5. Mentoring 6. Red Pride Implementation - This is Bay High's positive behavior team. They will plan celebrations and ways in which to recognize positive behavioral trends.
Person Responsible	Barbara Craft (craftba@bay.k12.fl.us)
Additional Schoolwide Improvement Priorities (optional)	

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Bay High School seeks to have parental involvement in all areas of student activities, both curricular and co-curricular. Our target is to make known to parents the benefits of participation and support of our students. This is done through regular updates to the Bay District school website , Everbridge alerts, a quarterly newsletter, Bay High School Facebook page, Bay High School's Twitter account, and Remind101 for seniors. Parents are strongly encouraged to participate in and or attend parent/teacher conferences, Open House, Parent Workshops, and SAC meetings in which they will learn about curriculum used, what levels students are expected to achieve, about the FSA and other assessments and how the results are used. Also, all parents are given the opportunity to complete an online and paper based Title 1 Spring Parent Survey. The results are tallied and shared with the faculty and during a SAC meeting. Based on the surveys and review of parent input forms, changes are made to the PFEP for the next school year. The PFEP is reviewed throughout the year to meet the needs of the parents and school. During SAC meetins results from a comprehensive needs assessment are discussed. Strategies from the current year's SIP are reviewed. Revisions are made based on parent input.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Currently, Bay High School employs 3 full-time guidance counselors, 1 ESE Coordinator, 1 Military Liaison Counselor, 1 Gulf Coast State College liaison counselor, Title 1 Parent Liaison and maintains a longstanding relationship with the district's Homeless Student Advocate. The district supports our school by providing the following: ELL Resource teacher, MTSS Academic Staff Training Specialist, Behavior Resource Teachers, Social Worker, Mental Health Counselors and Support paras for Telehealth Mental Health program. Because Bay High School recognizes the needs of our students, our utmost emphasis is placed on relationship building with our students.

Additionally, the GCSC Trio Program provides support for our low socio-economic students to ensure these students have the same opportunities for post-secondary education as our other students.

The Title 1 Parent Liaison will oversee a student clothes and personal needs closet. Guidance counselors will work in concert with the liaison to insure that all resources are vetted for these students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

For ESE students, transition meetings are held at the 8th grade middle school level to meet with the students and parents of all ESE students transitioning to Bay High School. The IEP team/service providers meet to discuss the service models Bay High School provides to meet the educational and service needs of each student.

For all incoming 9th graders, counselors go to each middle school to register the students for freshman courses at Bay High School. Students from different programs (academic, ROTC, extracurricular) go on the same day to share their experiences and answer questions.

During the week before school begins, Freshman and New Student Orientation is held at Bay High School. Different clubs set up information booths; freshmen are given schedules and tours; freshmen level teachers are available to answer questions; and different school supplies are sold. For seniors, several programs are provided by Bay High School to help with college applications and financial aid, such as AICE College Night, GCSC College Night, FAFSA Workshop, and individual college admissions officers visits. For students looking to transition into careers, BHS students participate in Career Connections at GCSC.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Bay Leadership Team will focus on how to develop and maintain a problem-solving system to bring out the best in our school, our teachers and in our students. The Bay Leadership Team will meet at least 3 times per year to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources.

The MTSS Leadership Team will also meet monthly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Additionally, representatives of the MTSS Leadership Team will meet with subject area teams to effectively and efficiently implement and coordinate problem-solving and MTSS across school plans and initiatives.

The Advanced International Certificate of Education programs earn money to support the purchase of supplies, professional development, technology, testing supplies and tests for support of continued student achievement.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school offers students elective courses in art, band, chorus, journalism, physical education, culinary operations, law enforcement, technology, health occupations, career study, and several dual enrolled course options. Courses are added at student request and advanced courses are designed to further core knowledge in many areas. Every year, after FSA/EOC testing, students and parents participate in a course selection activity entitled "Counting Down to College and Career" that exposes them to course offerings and provide relevant information for a student's course selection. After the program "Counting Down to College and Career," students meet one-on-one with a counselor to decide what classes will be taken. Emphasis is placed on curriculums that allow students to earn one of the three Florida Bright Futures scholarship opportunities. Parents are invited to these meetings; if parents are unable to participate in the meeting, they are asked to sign the student's course selection card to ensure parental participation.

Dual Enrollment opportunities are provided to Bay High School Students, on the Bay High School, GCSC, and FSU-PCC campuses. Students are encouraged to participate in GCSC College Night, GCSC Scholarship Night, and other events GCSC hosts. A new course is offered for College Readiness. This course targets students who are the first generation of their families to attend college.

The different branches of the military are invited to present their opportunities to the students in ROTC and others interested.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase Reading Proficiency in Lowest 25% with Emphasis on subgroup of ELL	\$0.00
2	III.A.	Areas of Focus: Discipline	\$0.00
Total:			\$0.00