

District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision	Narrative	Standard 1-1.1, 1.2: Purpose
	Bayside strives for 100% student success.		
Mission	Mission	Narrative	Standard 1-1.2: Purpose
	Bayside High School educates and prepares students for post-secondary experiences and life through a supportive and caring environment.		
Values	Values	Narrative	Standard 1-1.3: Purpose
	<ul style="list-style-type: none"> <li>• Commitment to children and community</li> <li>• Connectedness</li> <li>• Cultural competence</li> <li>• Integrity</li> <li>• Respectful and caring relationships</li> <li>• Responsibility</li> </ul>		
<b>Part I: Current School Status</b>			
<b>A. School Information</b>			
<b>1. School-Level Information</b>			
	<input type="checkbox"/> School	Narrative	
	Bayside High School		
	<input type="checkbox"/> Principal's name	Narrative	
	Patricia LaVoy Fuller, M. Ed.		
	<input type="checkbox"/> School Advisory Council chair's name	Narrative	
	Shandy Gregg		
<b>2. District-Level Information</b>			
	<input type="checkbox"/> District	✓	

	<b>Pinellas County</b>		
	<input type="checkbox"/> Superintendent's name	✓	
	<b>Michael A. Grego Ed.D.</b>		
	<input type="checkbox"/> Date of schoolboard approval of SIP	✓	
	September 24, 2013		
	<b>B. School Advisory Council (SAC)</b>		
3	1. Describe the involvement of the SAC in the development of this school improvement plan.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
	SAC member(s) will meet with instructional staff on the SIP writing committee to review data, 8 step problem solving process, goals and their development. SAC will have the ability to approve and/or suggest changes to Bayside High School's (BHS) School Improvement Plan (SIP).		
3	2. Describe the activities of the SAC for the upcoming school year.	Narrative	
	The School Advisory Council will cultivate partnerships with local colleges and/or trade schools to promote post-secondary education options and provide coaching for financial aid.		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.	Narrative	
	SIP funds will be used to purchase materials and transportation needed to support and social initiatives for increased student achievement by motivation for post secondary options.		
3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below: <input checked="" type="checkbox"/> Yes, we are in compliance. <input type="checkbox"/> No, we are not in compliance.	Narrative	
	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
	<b>C. Highly Qualified Staff</b>		
	1. <i>Administrators</i>		

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	For each of your school’s administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name	Narrative	Executive Summary: Section 1
	Patricia LaVoy Fuller		
3	b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	All but Dissertation in a Ph.D. in Educational Administration and Supervision, University of Florida; MS in Educational Administration and Supervision, University of Florida; BS in Social Sciences, Florida Southern		
3	c) Number of years as an administrator	Narrative	Executive Summary: Section 1
	22		
3	d) Number of years at the current school;	Narrative	Executive Summary: Section 1
	7		
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 <sup>th</sup> percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	Decision Ed/DW	
	For the past 10 years, Mrs. Fuller has been the administrator of a non-graded school. The school typically has a population with so few students in each category that it has received no rating. Over the last three years, the percentage of level-1 readers has decreased from 71% to 50 %. In addition, the percentage of students demonstrating grade level proficiency in reading has steadily improved for an overall increase of 10%.		
	a) Name	Narrative	Executive Summary: Section 1
	Darrell Kretz		

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3	b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	MA in Varying Exceptionalities with Certification in Educational Leadership, University of South Florida		
3	c) Number of years as an administrator	Narrative	Executive Summary: Section 1
	4		
3	d) Number of years at the current school;	Narrative	Executive Summary: Section 1
	4		
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 <sup>th</sup> percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisonEd/DW	
	For the past 4 years, Mr. Kretz has been the administrator of a non-graded school. The school typically has a population with so few students in each category that it has received no rating. Over the last three years, the percentage of level-1 readers has decreased from 71% to 50 %. In addition, the percentage of students demonstrating grade level proficiency in reading has steadily improved for an overall increase of 10%.		
	a) Name	Narrative	Executive Summary: Section 1
	Shandy Gregg		
3	b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	MA in Educational Leadership, University of South Florida; BA in Behavior Disorders, University of South Florida		
3	c) Number of years as an administrator	Narrative	Executive Summary: Section 1

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	0		
3	d) Number of years at the current school;	Narrative	Executive Summary: Section 1
	0		
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 <sup>th</sup> percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisonEd/DW	
	Mr. Gregg has been in PCS for 14 years in both elementary and high school. This includes extensive work with children with behavior issues and with the teachers to ensure these students are staying longer in class and learning. Mr. Gregg assisted making in students achieving AYP in math in 2009 at Mt. Vernon Elementary. Mt. Vernon was an A school for 7 years in a row (2004-2010), maintaining 50% or greater of the lowest 25% of students making learning gains. In 2009, Mt. Vernon became a Prevent I school for not making AYP in math. In 2010, Mt. Vernon did not make AYP in reading and math.		
	<b>2. <i>Instructional Coaches</i></b>		Executive Summary: Section 1
	For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name	Narrative	Executive Summary: Section 1
	Nancy Ragland		
	b) Subject area	Narrative	Executive Summary: Section 1
	Curriculum Specialist		
	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	MA in Training and Development, University of South Florida; MA in Psychological Counseling, Western Michigan, BA in Secondary English, Western Michigan; Certified in English 6-12 with Reading Endorsement		

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	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	10		
	e) Number of years at the current school	Narrative	Executive Summary: Section 1
	9		
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 <sup>th</sup> percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisionEd/DW	
	For the past 9 years, Mrs. Ragland has been an instructional coach at a non-graded school. The school typically has a population with so few students in each category that it has received no rating. Over the last three years, the percentage of level 1 reader has decreased from 71% to 50 %. In addition, the percentage of students demonstrating grade level proficiency in reading has steadily improved for an overall increase of 10%.		
	g) Full-time or Part-time	Narrative	Executive Summary: Section 1
	Part-time		
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	School-based		
	For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name	Narrative	Executive Summary: Section 1
	Stephanie Palmer		
	b) Subject area	Narrative	Executive Summary: Section 1

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	Response to Intervention (RtI) Coach		
	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	BA in English, Virginia Wesleyan; Certified English 6-12 with Reading Endorsement		
	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	0		
	e) Number of years at the current school	Narrative	Executive Summary: Section 1
	3		
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 <sup>th</sup> percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisionEd/DW	
	For the past 3 years, Ms. Palmer has been a reading instructor at a non-graded school. The school typically has a population with so few students in each category that it has received no rating. Over the last three years, the percentage of level 1 readers has decreased from 71% to 50 %. In addition, the percentage of students demonstrating grade level proficiency in reading has steadily improved for an overall increase of 10%.		
	g) Full-time or Part-time	Narrative	Executive Summary: Section 1
	Full-time		
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	School-based		
	<b>3. Instructional Staff</b>		Executive Summary: Section 1
	a) # of instructional employees	DecisionEd/DW	Executive Summary: Section 1

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	34		
3	b) % receiving effective rating or higher	Narrative	
	Information not available due to pending VAM scores		
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	100%		
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
	100% in-field		
2	e) % ESOL endorsed	DecisionED/DW	Executive Summary: Section 1
	11.8%		
2	f) % reading endorsed	DecisionED/DW	Executive Summary: Section 1
	17.6%		
3	g) % with advanced degrees	DecisionED/DW	Executive Summary: Section 1
	38.2%		
3	h) % National Board Certified	DecisionED/DW	Executive Summary: Section 1
	0%		
	i) % first-year teachers	DecisionED/DW	Executive Summary: Section 1
	0%		
	j) % with 1-5 years of experience	DecisionED/DW	Executive Summary: Section 1
	23.5%		
	k) % with 6-14 years of experience	DecisionED/DW	Executive Summary: Section 1



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	32.4%		
	1) % with 15 or more years of experience	DecisionED/DW	Executive Summary: Section 1
	32.4%		
	4. <i>Paraprofessionals</i>		Executive Summary: Section 1
	a) # of paraprofessionals	Narrative	Executive Summary: Section 1
	3		
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	100%		
	5. <i>Teacher Recruitment and Retention Strategies</i>		
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.	Narrative	Standard 2: Governance and Leadership
	<p>All staff members are interviewed by a team comprised of Bayside's administration, instructional personnel, and support staff. Mrs. Fuller oversees and is committed to all staff members having the opportunity to earn additional monies through teaching in the Extended Learning Program (ELP), professional development, serving as a tutor, working on the new family and student orientation program, and School Improvement Team funded through Title I. Leadership development opportunities are available and encouraged.</p> <p>Bayside will maintain the current high morale and active hospitality team. All staff participates in collaborative PLCs facilitated by the curriculum specialist, principal, and RtI coach, after school and during common planning.</p> <p>RtI coach will also work with staff to review and analyze data for targeted, individualized lesson planning purposes. Bayside will also have a full time technology technician to maintain all mobile and both stationary computer labs available to teachers for classroom/student use. Teachers will have technical assistance with establishing individual Moodle sites.</p> <p>The school staff includes two hands-on workers as resources and support for students with varying needs and has access to a social worker who works with homeless children.</p>		

	Bayside instructional staff will demonstrate and implement evidence-based effective instructional strategies and collaborative structures in model classrooms using teachers from the Literacy Leadership team and Leading the Learning Cadre, as well as on a voluntary basis. Instructional coaches will organize and schedule this as ongoing professional development.		
	<b>6. <i>Teacher Mentoring Program/Plan</i></b>		
	a) Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	<p>All new staff receive an orientation by administration. Mrs. Fuller conducts all evaluations on first and second year teachers.</p> <p>New staff members (mentees) will be assigned to existing staff members (mentors) as a point of contact for questions regarding campus protocols, site/department meetings, curriculum and lesson planning (if within the same department), general troubleshooting, and teambuilding. Mentors will work with mentees during common planning/facilitation time (4x4 additional duty). All efforts will be made to partner mentees with mentors in the same department/content area.</p> <p>Any existing staff changing departments/content areas will also receive a mentor from his/her new department.</p> <p>All mentees will work with RtI coach to facilitate transitions and hone classroom management and effective classroom structures.</p>		
	<b>D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)</b>		
4	1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
	Students are recommended to the MTSS team by teachers and other school professionals. MTSS team meets bi-weekly to review staff recommendations and review individual student data. Staff members referring students to the MTSS team are encouraged to attend the meeting. The team then		

	<p>pinpoints student behaviors and/or academics needs that hinder the student’s success in the classroom and develop intervention plan(s). These may include but are not limited to behavioral plans, referrals to social worker or school psychologist for support services, academic interventions, peer tutoring, and implementing classroom support systems. Students are also reviewed for discussion as a result of school-wide trend data (i.e., “top 20” students for absences or behavior).</p> <p>The RtI coach will work with students, teachers, and other staff regarding data analyses. This work may include but is not limited to student data chats and goal setting, department- and teacher-based data chats, and technology used for targeted instruction and progress monitoring based on needs reflected in previous and current assessments.</p>		
4	<p>2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?</p>	Narrative	Standard 2-2.4: Governance and Leadership
	<p>Principal, Patricia LaVoy Fuller oversees processes and procedures for the development and actions taken by members of the MTSS, SBLT, and SIP teams. In addition, she delegates tasks accordingly and monitors progress. Assistant Principal of Curriculum, Darrell Kretz participates in MTSS, child study, and SIP meetings to assist in the gathering of necessary discipline and academic data. Assistant Principal, Shandy Gregg participates in MTSS meetings to evaluate individual and school-wide trends in discipline and attendance. Guidance Counselor, Ginger Anderson co-manages MTSS meetings in order to facilitate the team development of support structures and interventions for students. Social worker, Matthew McKillop manages child study meetings to facilitate the interventions to improve student attendance. He initiates and maintains home contact including home visits as needed. Social worker, Kelly Ogles provides input regarding teen parents with referrals to the MTSS team for academic and/or behavior concerns. She assists with the recordkeeping of the MTSS team by taking meeting minutes. Special Education Department Chair, Kathy Kaye provides input regarding ESE students with referrals to the MTSS team for academic and/or behavior concerns. She is responsible for maintaining compliance with federal law. She assists in recordkeeping of SBLT by keeping meeting minutes. RtI coach, Stephanie Palmer oversees implementation and effectiveness of interventions. She assists in record keeping by compiling and analyzing individual and school-wide data.</p>		
4	<p>3. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP.</p>	Narrative	Standard 2-2.3,2.4: Governance and Leadership

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	All individuals on the SBLT are active members of the MTSS and/or SIP teams. Information covered in MTSS meetings and student progress are documented and submitted electronically bi-weekly. Weekly SBLT meetings include MTSS oral debriefings on recently referred and progress monitoring students.		
5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
	Data sources and management systems include Focus reports, PMRN for FAIR data, district reports for STEM progress monitoring assessments in math and science, FLDOE reports for EOC and FCAT 2.0 Reading and Writing, DecisionED/DW, CELLA, PERT, SAM/Read 180 management suit, Achieve3000 and Reading Plus academic softwares, district adopted writing progress monitoring tool yet to be determined, and content area pre- and post-test/progress monitoring assessments. The RtI coach will serve as the central collector of this information. She will meet with the appropriate staff groups for further analysis of data.		
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	The MTSS process for student referral and follow up procedures will be presented to the entire staff. The RtI coach will meet with departments and individuals throughout the year during planning times to discuss student progress academically and behaviorally and plan for strategic intervention(s) based on gathered data. The MTSS team will oversee and assist teachers in the implementation and documentation of intervention strategies. The RtI coach will model data gathering processes and tools for analysis of data and how to manipulate those tools to determine effectiveness of interventions.		
	<b>E. Increased Learning Time/Extended Learning Opportunities</b>		
2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	Bayside High School provides varied opportunities for extended learning, including, but not limited to: an extended ELP Program over the summer for credit recovery and accrual with the use of the		

	<p>NovaNet software, the District implemented Summer Bridge for Algebra, as well as after school ELP with NovaNet and math and reading tutoring.</p> <p>Student enrichment and during-school remediation programs include a student literacy team (Bayside Literacy Team/BLT), student leadership team (Eagle Leaders), Girlfriends program, PMAC, Great Leaps 1:1 intensive tutoring for literacy development, Geometry EOC, and Algebra EOC and inter-curricular activities between biology and math teachers.</p> <p>Instructional staff members also participate in intradepartmental common planning, data analysis with the RtI Coach, and CCSS training with the curriculum specialist, Leading the Learning Cadre/LLC, and Literacy Leadership Team/LLT.</p>		
	<b>F. Literacy Leadership Team (LLT)</b>		
2	1. Identify the names and positions titles of the members of your school-based LLT.	Narrative	Executive Summary: Section 1
	<p>Nancy Ragland, Curriculum Specialist                  Stephanie Palmer, RtI Coach                  Melinda Hill-Lovering, reading dept. chair                  Bridget Roney, English instructor                  Natalie Keyes, art instructor/business and related arts dept. chair                  Karen Misner, family and consumer sciences instructor,                  Sally Crovo, business and hospitality instructor,                  Dave Detwiler, science dept. chair                  Danette Reid, reading instructor                  Patricia LaVoy-Fuller, principal                  Scott McIntosh, media specialist</p>		
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	Narrative	Executive Summary: Section 1
	<p>Literacy Leadership Team (LLT) creates capacity of literacy knowledge for the staff by focusing on the following areas:</p> <ul style="list-style-type: none"> <li>• engage staff in lesson planning with complex text and active student engagement</li> <li>• support instructional skills to improve reading comprehension</li> </ul>		

	<ul style="list-style-type: none"> <li>• support students’ close reading of complex text as a central function of classroom instruction with text dependent questions</li> <li>• provide teacher focused professional development to support quality, text-dependent writing in all content areas</li> <li>• support implementation of Common Core State Standards</li> </ul> <p>LLT will meet monthly and work closely with the Leading the Learning Cadre (LLC) to ensure relevancy of PD to the staff’s work.</p> <p>LLT chairperson for 2013-2014- TBD</p>		
2	3. What will be the major initiatives of the LLT this year?	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	LLT will provide periodic recognition of student independent reading accomplishments to include a minimum of one activity per quarter. To further motivate students to read, LLT will develop and implement a student/staff reading competition based on reading completion and comprehension of the 2013-2014 finalists for the Florida Teens Read Award. Members of the LLT will provide additional support for the implementation of evidence-based writing expectations, through the use of rubrics, to evaluate student responses. The team will also continue to support and to monitor the use of Cornell Notes school-wide.		
	<b>G. Every Teacher Contributes to Reading Improvement</b>		
	<a href="#">This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.</a>		
2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	Bayside High cultivates a culture of literacy through classroom libraries in each classroom, staff professional development for CCSS and complex text and collaborative structures for engagement in text, performance-based projects including but not limited to research projects with multiple sources (i.e., the Social Studies department’s Document-Based Questions and ESOL endorsed teachers throughout the campus).		
	<b>H. Preschool Transition</b>		

	<a href="#">This section is required for schools with grades K-2.</a>		
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	<b>I. College and Career Readiness</b>		
	<a href="#">This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.</a>		
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
	Bayside High will be housing three new career academies (Hospitality and Tourism, Building and Construction, and Business Administration) for students to experience different trades and to work toward industry-specific certification. These courses incorporate and infuse STEM and ELA combined emphases.		
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student’s course of study is personally meaningful?	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
	Students work 1:1 with guidance counselors to select relevant courses and review graduation requirements. Based on student interest in military and career goals, many may also take the ASVAB. ESE department works closely with students and documents career planning discussions on IEPs. Career academy teachers will work closely with students and form a partnership with PTEC to help students develop and review career goals. Furthermore, all classrooms use a common board configuration that shows a direct correlation between the functioning in the real world of college and careers and the standards being taught.  The School Advisory Council will cultivate partnerships with local colleges and/or trade schools to promote post-secondary education options and provide coaching for financial aid.		
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <a href="#">High School Feedback Report</a> , which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement

	<p>Bayside’s at-risk student base has unique needs due to attendance, academic, and behavioral struggles. To build the students’ capacity, the staff has implemented during school enrichment and remediation programs including a student literacy team (Bayside Literacy Team/BLT), student leadership/government team (Eagle Leaders), PMAC, Great Leaps 1:1 intensive tutoring for literacy development, and inter-curricular STEM activities between Biology and the math department. Bayside High School provides varied opportunities for extended learning including, but not limited to: an extended ELP Program over the summer for credit recovery and accrual with the use of the NovaNet software, the District-implemented Summer Bridge for Algebra, as well as after school ELP with NovaNet, math and reading tutoring.</p> <p>Instructional staff members also participate in intra-departmental common planning, data analysis with the RtI Coach, and CCSS training with the curriculum specialist, Leading the Learning Cadre/LLC, and Literacy Leadership Team/LLT. This training emphasizes increased text complexity and rigorous performance-based tasks to prepare students for postsecondary experiences.</p>		
	<b>Part II: Expected Improvements</b>		
	<p>For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.</p>		
	<b>A. Area 1: Reading</b>		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	16.7% (6) 2013-2014 Target=27%		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	16.7% (6) 2013-2014 Target=27%		
	<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix



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1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	Not Applicable		
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	Not Applicable		
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	16.7% (6) 2013-2014 Target=27%		
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0)	DecisionED/DW	Assessment Matrix
	11.7% (9 out of 77)		
	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>		
1	<input type="checkbox"/> Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	100% (2)		
1	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	100% (2)		
1	<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	50% (1)		
	<i>e) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	Hispanics of any race	50% (2)	

	White	25% (4)		
	Students with disabilities	66.7% (3)		
	Economically disadvantaged	25% (4)		
	<i>f) Postsecondary readiness</i>			
	The following data shall be considered by high schools.			
	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		DecisionED/DW	Assessment Matrix
	Reading	100% (2)		
	<b>Goal 1 to support target(s):</b> <ul style="list-style-type: none"> <li>To decrease the percentage of 9<sup>th</sup> grade students scoring a level 1 or level 2 from 67% to 54%</li> <li>To decrease the percentage of 10<sup>th</sup> grade students scoring a level 1 or level 2 from 87% to 74%</li> <li>To increase the number of FCAT Retake students scoring a level 3 or above from 7% to 13%</li> </ul>		Narrative	
	<b>Possible Data Sources to Measure Goal 1:</b> <ul style="list-style-type: none"> <li>Usage and performance of district adopted reading programs such as Achieve3000, Reading Plus, and Read 180.</li> <li>Student performance on pull-out tutoring programs such as Great Leaps phonics instruction</li> <li>Short and extended answer, evidence-based responses in content area classes</li> <li>State progress monitoring FAIR assessment</li> </ul>		Narrative DecisionED	
	<b>Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)</b> <ol style="list-style-type: none"> <li>Lesson plans reflecting alignment to CCSS and student use of complex text and evidence-based questions</li> <li>Student improvement on classroom based activities and assessments such as FL Achieves, Achieve 3000 lexile growth, and Scholastic reading inventory</li> <li>Improvement on the FAIR progress monitoring reading assessments</li> </ol>		<b>2012-13</b>  33% (6) of 9 <sup>th</sup> grade students scored a level 3 or higher  13% (23) of 10 <sup>th</sup> grade students	<b>2013-14 Targets</b>  46% of 9 <sup>th</sup> grade students scored a level 3 or higher  26%) of 10 <sup>th</sup> grade students scored a level 3 or higher  13% of students taking the

		scored a level 3 or higher		spring FCAT Retake scored a level 3 or higher	
		7% (179) of students taking the spring FCAT Retake scored a level 3 or higher			
		#		%	
		#		%	
		#	%	#	%
	<b>Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)</b>			#	%
	<b>Action 1</b> - Improve student writing to reflect deep understanding of text and materials.	Narrative		#	%
	<b>Action 2</b> - Increase student feedback.	Narrative			
	<b>Action 3</b> - Actively engage students in complex text.	Narrative			
	<b>Action 4</b> - Differentiate instruction based on student need.	Narrative			
	<b>Plan to Implement Action 1:</b> Develop rubric to use across the campus and provide PD for staff to learn how to use the rubric and understand scoring of written work based on school-wide expectations.	Narrative			
	<b>Plan to Implement Action 2:</b> Effectively use the rubric to score student work and provide feedback of individual student strengths and weaknesses; post student work and rubrics which identify the measures for success and/or the difference between a 2.0 and 4.0 FCAT 2.0 writing score or a C and an A grade.	Narrative			

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	<b>Plan to Implement Action 3:</b> Provide staff with PD including, but not limited to observation of strategies and structures in model classrooms, sustained PD to provide feedback and implementation of strategies, review of student work for trends through subject area PLCs, and coaching with the curriculum specialist and RtI coach to create and guide students through text dependent questions.	Narrative	
	<b>Plan to Implement Action 4:</b> RtI coach will present content area data to departments and assist in providing remediation and enrichment opportunities for the varying needs to students.	Narrative	
	<b>B. Area 2: Writing</b>		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above 3.5	DecisionED/DW	Assessment Matrix
	6		
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix
	No Data Available		
	<b>Goal 2 to support target(s):</b>	Narrative	
	<ul style="list-style-type: none"> <li>To increase the percentage of students scoring 3.5 or above from 27% to 36%</li> </ul>		
	<b>Possible Data Sources to Measure Goal 2:</b>	Narrative DecisionED	
	<ul style="list-style-type: none"> <li>Responses for essay writing practice prompts from <i>The Link and Hitting 4.0</i> practice booklets for 9<sup>th</sup> and 10<sup>th</sup> grade students respectively.</li> <li>Quantity and quality checks for English II writing bell work activities</li> <li>Short and extended answer, evidence-based responses in content area classes</li> <li>District progress monitoring writing assessment</li> </ul>		
	<b>Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)</b>	<b>2012-13</b>	<b>2013-14 Targets</b>
	<ol style="list-style-type: none"> <li>Lesson plans reflecting alignment to CCSS and student use of complex text and evidence-based questions</li> <li>Student participation in classroom activities developed in staff PD and demonstration of student improvement</li> </ol>	27% (22) of 10 <sup>th</sup> graders tested scored a 3.5 or	36% of 10 <sup>th</sup> grader students will score a 3.5 or higher

	<b>3. Improvement on district progress monitoring writing assessments</b>	higher			
		#		%	
		#		%	
		#	%	#	%
	<b>Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)</b>			#	%
	<b>Action 1-</b> Improve student writing to reflect deep understanding of text and materials.	Narrative		#	%
	<b>Action 2-</b> Increase student feedback.	Narrative			
	<b>Action 3 -</b> Actively engage students in complex text.	Narrative			
	<b>Action 4 -</b> Differentiate instruction based on student need.	Narrative			
	<b>Plan to Implement Action 1:</b> Develop rubric to use across the campus and provide PD for staff to learn how to use the rubric and understand scoring of written work based on school-wide expectations.	Narrative			
	<b>Plan to Implement Action 2:</b> Effectively use the rubric to score student work and provide feedback of individual student strengths and weaknesses.	Narrative			
	<b>Plan to Implement Action 3:</b> Provide staff with PD including, but not limited to observation of strategies and structures in model classrooms, sustained PD to provide feedback and implementation of strategies, and coaching with the curriculum specialist and RtI coach to create and guide students through text dependent questions.	Narrative			
	<b>Plan to Implement Action 4:</b> RtI coach will present content area data to departments and assist in providing remediation and enrichment opportunities for the varying needs to students.	Narrative			
	<b>C. Area 3: Mathematics</b>				

	<b>1. Elementary and Middle School Mathematics</b>		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<i>d) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<b>2. High School Mathematics</b>		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	Not Applicable		

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1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	Not Applicable		
	<i>b) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	No Data Available in DecisionED- waiting for further instruction per Ms. Corace		
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
	No Data Available in DecisionED- waiting for further instruction per Ms. Corace		
	<i>d) Postsecondary readiness</i>		
1	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.	DecisionED/DW	Assessment Matrix
	Math	0 of 1 0%	
	<b>3. Middle School Acceleration</b>		
	The following data shall be considered by middle schools.		
1	<input type="checkbox"/> Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	<b>4. Algebra I End-of-Course Assessment (EOC)</b>		
	The following data shall be considered for schools with students taking the Algebra I EOC.		

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1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	8.7% (46)		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	2.2% (46)		
<b>5. Geometry End-of-Course Assessment (EOC)</b>			
<a href="#">The following data shall be considered for schools with students taking the Geometry EOC.</a>			
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	8.6% (58)		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	0% (58)		
	<p><b>Goal 3 to support target(s):</b></p> <ul style="list-style-type: none"> <li>To increase the number of students scoring a level 3 or above on the Algebra I EOC from 10.9% to 25%</li> <li>To increase the number of students scoring a level 3 or above on the Geometry EOC from 8.6% to 24%</li> </ul>	Narrative	
	<b>Possible Data Sources to Measure Goal 3:</b> Florida EOC Assessment Results	DecisionED/DW	
	<p><b>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</b></p> <ol style="list-style-type: none"> <li>Lesson plans reflecting alignment to CCSS and student use of complex text and evidence-based questions</li> <li>Demonstration of student mastery of mathematical concepts on formative classroom assessments</li> <li>Improvement on the district provided progress monitoring assessments</li> </ol>	<p><b>2012-13</b> Actuals</p> <p>10.9% (46) of students scored a level 3 or above on the Algebra I EOC.</p> <p>8.6% (58) of</p>	<p><b>2013-14 Targets</b></p> <p>25% of students scored a level 3 or above on the Algebra I EOC.</p> <p>24% of students scored a</p>



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		students scored a level 3 or above on the Geometry EOC.	level 3 or above on the Geometry EOC.		
		#	%		
		#	%		
		#	%	#	%
	<b>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</b>			#	%
	<b>Action 1</b> - Improve student reasoning through probing questions to increase metacognitive awareness.	Narrative		#	%
	<b>Action 2</b> - Increase student feedback and use of student computerized monitoring supports.	Narrative			
	<b>Action 3</b> - Actively engage students in rigorous assignments.	Narrative			
	<b>Action 4</b> - Differentiate instruction based on student need and use of the gradual release of responsibility.	Narrative			
	<b>Plan to Implement Action 1:</b> Develop and modify rubric to use across math courses and provide PD for staff to learn how to use the rubric and understand scoring of written work based on school-wide expectations.	Narrative			
	<b>Plan to Implement Action 2:</b> Effectively use the rubric to score student work and provide feedback of individual student strengths and weaknesses and allow students to apply corrective strategies to address gaps in understanding. Increase the accessibility and use of computers to practice online assessments and benchmark measurements.	Narrative			
	<b>Plan to Implement Action 3:</b> Provide staff with PD including, but not limited to observation of strategies and structures in model classrooms, sustained PD to provide feedback and implementation of strategies, and coaching with the curriculum specialist and RtI coach to discuss student work and progress to plan lessons with high yield and collaborative instructional strategies.	Narrative			
	<b>Plan to Implement Action 4:</b> RtI coach will present content area data to departments and assist in	Narrative			

	providing remediation and enrichment opportunities for the varying needs to students. Staff will also continue to provide tutoring for not only students struggling in their classes, but also for those students not currently in a math class and/or those who have not met graduation requirements for math.		
	<b>D. Area 4: Science</b>		
	<b>1. Elementary and Middle School Science</b>		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<b>2. High School Science</b>		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	Not Applicable		
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	Not Applicable (NA)		
	<b>3. Biology 1 End-of-Course Assessment (EOC)</b>		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		

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1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	14.3% (28)		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	10.7 % (28)		
<b>E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			
1	<input type="checkbox"/> # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
	2 or more		
1	<input type="checkbox"/> Participation in STEM-related experiences provided for students	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	Science, technology, and math departments will provide these opportunities. Students not in a participating class will have the opportunity to participate based on interest.		
	<a href="#">The following data shall be considered by high schools.</a>		
1	<input type="checkbox"/> Students enrolling in one or more <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
	NA		
1	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
	NA		
1	<input type="checkbox"/> Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
	NA		
1	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
	NA		
1	<input type="checkbox"/> CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix

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	NA		
1	<input type="checkbox"/> Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
	NA		
1	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
	NA		
	<p><b>Goal 4 to support target(s):</b></p> <ul style="list-style-type: none"> <li><b>To increase the number of students scoring a level 3 or above on the Biology EOC from 25% to 38%</b></li> </ul>	Narrative	
	<b>Possible Data Sources to Measure Goal 3:</b> Florida EOC Assessment Results	DecisionED/DW	
	<p><b>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</b></p> <ol style="list-style-type: none"> <li><b>Lesson plans reflecting alignment to CCSS and student use of complex text and evidence-based questions</b></li> <li><b>Demonstration of student mastery of scientific concepts on formative classroom assessments and laboratory assignments</b></li> <li><b>Improvement on the district provided progress monitoring assessments</b></li> </ol>	<p><b>2012-13</b> Actuals</p> <p>25% (28) of students scored a level 3 or above on the Biology EOC.</p>	<p><b>2013-14 Targets</b></p> <p>38% of students scored a level 3 or above on the Biology EOC</p>
		#	%
		#	%
		#	%
	<b>Action Plans (strategies) to Accomplish Goal 4 (reduce or eliminate barriers)</b>		# %
	<b>Action 1-</b> Improve student reasoning through probing questions to increase metacognitive awareness.		# %
	<b>Action 2 -</b> Increase student feedback regarding mastery of high frequency standards.		

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	<b>Action 3</b> - Actively engage students in rigorous assignments.		
	<b>Action 4</b> - Differentiate instruction based on student need and use of the gradual release of responsibility.		
	<b>Plan to Implement Action 1:</b> Develop and modify rubric to use across science courses and provide PD for staff to learn how to use the rubric and understand scoring of written work based on school-wide expectations.		
	<b>Plan to Implement Action 2:</b> Effectively use the rubric to score student work and provide feedback of individual student strengths and weaknesses and allow students to apply corrective strategies to address gaps in understanding.		
	<b>Plan to Implement Action 3:</b> Provide staff with PD including, but not limited to observation of strategies and structures in model classrooms, sustained PD to provide feedback and implementation of strategies, and coaching with the curriculum specialist and RtI coach to discuss student work and progress to plan lessons with high yield and collaborative instructional strategies.		
	<b>Plan to Implement Action 4:</b> RtI coach will present content area data to departments and assist in providing remediation and enrichment opportunities for the varying needs of students. Staff will also continue to provide tutoring for not only students struggling in their classes, but also for those students not currently in a math class, and/or those who have not met graduation requirement for Biology.		
	<a href="#">The following data shall be considered by middle and high schools.</a>		
1	<input type="checkbox"/> Students enrolling in one or more CTE courses	DecisionED/DW	
	No Data Available		
1	<input type="checkbox"/> Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	DecisionED/DW	
	NA		
1	<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses	DecisionED/DW	Assessment Matrix
	NA		

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1	<input type="checkbox"/> Students taking CTE industry certification exams	DecisionED/DW	Assessment Matrix
	NA		
1	<input type="checkbox"/> Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix
	NA		
1	<input type="checkbox"/> CTE program concentrators	DecisionED/DW	
	NA		
3	<input type="checkbox"/> CTE teachers holding appropriate industry certifications	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	Leanne Cena, Business Administration Sally Crovo, Hospitality and Tourism David Reth, Building and Construction		
	<b>G. Area 7: Social Studies</b>		
	1. <i>Civics End-of-Course Assessment (EOC)</i>		
	<a href="#">The following data shall be considered for schools with students taking the Civics EOC.</a>		
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	2. <i>U.S. History End-of-Course Assessment (EOC)</i>		
	<a href="#">The following data shall be considered for schools with students taking the U.S. History EOC.</a>		
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	Data Not Available		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix

	Data Not Available		
	<b>Goal 5 (add other goals as needed) to support target(s):</b> NA		
	<b>Possible Data Sources to Measure Goal 5:</b>	DecisionED/DW	
	<b>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</b>	<b>2012-13</b>	<b>2013-14 Targets</b>
	1.	Actuals	
	<b>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</b>	<b>#</b>	<b>%</b>
	1.		
	2.		
	<b>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</b>	<b>#</b>	<b>%</b>
	1.	#	%
	2.		
	3.		
	<b>Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)</b>		# %
	<b>Action 1-</b>		# %
	<b>Action 2-</b>		
	<b>Action 3-</b>		
	<b>Action 4-</b>		
	<b>Plan to Implement Action 1:</b>		
	<b>Plan to Implement Action 2:</b>		

	<b>Plan to Implement Action 3:</b>		
	<b>Plan to Implement Action 4:</b>		
	<b>H. Area 8: Early Warning Systems</b>		
	<b>1. Attendance</b>		
3	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	No Data Available in DecisionED- waiting for further instruction per Ms. Corace		
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	536 of 666 (Nota Bene- Bayside maintains an approximate population of 350. Bue to our high mobility rate the number is skewed.)		
	<b>2. Suspension</b>		
3	<input type="checkbox"/> Students with one or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	407		
3	<input type="checkbox"/> Students with five or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	234		
3	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	166		
3	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	26		
3	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement



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	160		
3	<input type="checkbox"/> Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	50		
3	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	35		
3	<input type="checkbox"/> Students referred for alternative school placement	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	9		
3	<input type="checkbox"/> Students expelled	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	1		
	<b>3. Retention</b>		
1	<input type="checkbox"/> Students retained	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	Not Applicable		
1	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	No Data Available in DecisionED- waiting for further instruction per Ms. Corace		
1	<input type="checkbox"/> Students in 3 <sup>rd</sup> grade with one or more course failures on first attempt in core-curricula courses <input type="checkbox"/> Students in 6 <sup>th</sup> grade with one or more course failures on first attempt in core-curricula courses <input type="checkbox"/> Students in 9 <sup>th</sup> grade with one or more course failures on first attempt in core-curricula courses	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	Not applicable		
1	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	No Data Available in DecisionED- waiting for further instruction per Ms. Corace		

	<b>4. Dropout Prevention</b>		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a> .	DecisionED/DW assuming drop out codes are W22 and w15	
1	<input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	89		
1	<input type="checkbox"/> Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	40 9 additional students graduating with other schools, but met graduation requirements at BHS		
1	<input type="checkbox"/> Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	40		
1	<input type="checkbox"/> Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	31		
	<b>I. Area 9: Parent Involvement</b>		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	

3,4	<p>Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).</p>		
	<p>Approximately 5% of families participate in Back to School Night at Bayside; 0% families responded to invitations to participate in SAC and Title I input and planning opportunities by email, phone, writing, or in person; roughly 25% participate in ESE parent conferences.</p> <p>Two visits will be made by the guidance department to remote locations for our north and south county communities. In an effort to increase parent involvement, Bayside will provide 2 or more Back to School Nights which will include an emphasis on curriculum, test preparation, and parent training. To inform families of upcoming events, letters and ConnectEd phone messages are sent out to keep stakeholders apprised.</p> <p>Nota Bene- Most of our students are 18 years old or older. We serve a District that is 72 miles long. Travelling to Bayside is a far distance for our families to commute.</p>		
	<p><b>J. Area 10: Additional Targets</b></p>		
1-5	<p>This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.</p>		
	<p><b>Goal 6 to support target(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Improve the level of academic achievement in reading and math for black students by 10%</b></li> </ul>		
	<p><b>Possible Data Sources to Measure Goal 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Short and extended answer, evidence-based responses in content area classes</b></li> </ul>	DecisionED/DW	

	<ul style="list-style-type: none"> <li>State progress monitoring FAIR assessment</li> <li>Florida EOC Assessment Results</li> </ul>		
	<b>Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)</b> <ol style="list-style-type: none"> <li>Lesson plans reflecting alignment to CCSS and student use of complex text and evidence-based questions</li> <li>Demonstration of student mastery of mathematical concepts on formative classroom assessments</li> <li>Improvement on the state and district provided progress monitoring assessments</li> </ol>	<b>2012-13</b> Subgroup numbers were too low. No disaggregated data available.	<b>2013-14 Targets</b> All black students will make learning gains in reading and math.
		#	%
		#	%
		#	%
	<b>Action Plans (strategies) to Accomplish Goal 6 (reduce or eliminate barriers)</b>		# %
	<b>Action 1-</b> Develop an inclusive classroom culture		# %
	<b>Action 2-</b> Differentiate lessons, assignments, and activities to meet the needs of the students.		
	<b>Action 3-</b> Provide instruction to meet the needs of student learning styles		
	<b>Action 4-</b> Increase student feedback		
	<b>Plan to Implement Action 1:</b> Content materials reflect the students’ interests, cultural background, prior knowledge, personal experiences and skill level.		
	<b>Plan to Implement Action 2:</b> Teachers provide small group instruction to target specific learning needs. These small groups are flexible and will change based on the content, project, and formative assessment indications.		
	<b>Plan to Implement Action 3:</b> Content materials are appropriately scaffold to meet the needs of diverse learners, including learning readiness and specific learning needs. Students are provided with opportunities to demonstrate or express knowledge and understanding in different ways, which		

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	include varying degrees of difficulty.		
	<b>Plan to Implement Action 4:</b> Effectively use the rubric to score student work and provide feedback of individual student strengths and weaknesses and allow students to apply corrective strategies to address gaps in understanding.		
	<b>Goal 7 to support target(s):</b>  <ul style="list-style-type: none"> <li>Decrease the number of student referrals for black students from 54% to 40%.</li> </ul>		
	<b>Possible Data Sources to Measure Goal 7:</b> <ul style="list-style-type: none"> <li>Focus Student Information System</li> <li>Decision ED Data Warehouse</li> </ul>	DecisionED/DW	
	<b>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</b>  1. Increase in the level of participation for black students in classroom and extracurricular activities 2. Decline in the number of black students being assigned out of school suspensions 3. Effective use of student support plans to address individual needs	<b>2012-13</b> 54% of referrals received were for black students	<b>2013-14 Targets</b> 40% of referrals received were for black students
		#	%
		#	%
		#	%
	<b>Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)</b>		#
	<b>Action 1-</b> Create a positive school and class culture.		#
	<b>Action 2-</b> Minimize severe and chronic misbehaviors		
	<b>Action 3-</b> Provide opportunities for students to develop self-discipline		
	<b>Action 4-</b> Utilize alternative methods to traditional discipline		
	<b>Plan to Implement Action 1:</b> Accentuate the appropriate behaviors by praising students demonstrating adherence to school guidelines for success. Actively work to maintain a high positive to		

	negative interaction ratio.		
	<b>Plan to Implement Action 2:</b> Clearly define classroom expectations in order to prevent and quickly correct behaviors through following a classroom management plan aligned with the school-wide behavior plan. Reteach and revisit expectations as needed.		
	<b>Plan to Implement Action 3:</b> Implement school adopted Positive Behavior supports and Social-Emotional Learning strategies together to provide full range of strategies and techniques needed for comprehensive classroom discipline		
	<b>Plan to Implement Action 4:</b> Allow for opportunities for mediation between students and for student/staff altercations. Cultivate positive relationships with staff through mentoring programs.		
	<b>K. Problem-Solving</b>		
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.	Narrative	
1-5	<input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. 1. Increase student achievement. 2. Improve student attendance.	Narrative	
1-5	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Narrative	
	<ul style="list-style-type: none"> <li>Extensive testing across curricula, lost instructional time, transportation, low student motivation and high student frustration, unstable home environments.</li> <li>Lack of motivation, lack of background knowledge and skills, low reading levels, poor attendance, low educational level in families, hunger and poor health, homelessness, teen parents, substance abuse</li> </ul>		

1-5	<input type="checkbox"/> Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	Narrative	
	<ol style="list-style-type: none"> <li>1. Lack of background and foundational skills</li> <li>2. motivation and frustration</li> <li>3. hunger and poor health</li> <li>4. homelessness</li> <li>5. teen parents</li> </ol>		
1-5	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
	<ol style="list-style-type: none"> <li>1. ELP, tutoring during lunches and teacher facilitation for 1:1 during school remediation and mentoring, ongoing teacher training</li> <li>2. facilitation period for tutoring and mentoring during the school day</li> <li>3. increased access to technology</li> <li>4. flexible scheduling</li> <li>5. course modifications</li> <li>6. PSTA bus passes for students participating in ELP</li> <li>7. ongoing teacher training, student remediation, student interest clubs and activities, and RtI coach and paraprofessionals and ESE associate</li> <li>8. universal breakfast and lunch, social workers to connect students with assistance outside of the district, school nurse, school psychologist</li> <li>9. social worker specializing in homelessness</li> <li>10. social worker for teen parents, parenting class, PTEC daycare for teen parents that apply</li> </ol>		
1-5	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
	<ol style="list-style-type: none"> <li>1. collaborative inquiry; interventions which may include but are not limited to 1:1/small group remediation in class and pull out programs such as Great Leaps; afterschool tutoring; data chats</li> <li>2. student interest groups and activities and awards tied to attendance and/or behavior; data driven dialogues; mentoring; teacher training in student engagement</li> <li>3. MTSS child study and teacher to social worker/nurse/psychologist referrals</li> </ol>		

1-5	<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	
	<p>Achievement steps monitored by Mr. Kretz every 4 weeks in alignment with progress reports and report cards:</p> <ol style="list-style-type: none"> <li>1. ensure collaborative lesson planning and instruction to address differentiated instructional needs based on student baseline data and learning progression goals (AMOs)</li> <li>2. implement formative and summative classroom and common assessments to monitor progress and plan instruction for content area benchmarks</li> <li>3. provide students with rigorous, complex, and meaningful instructional tasks and methods with multi-tiered levels of support</li> <li>4. conduct student data chats with the RtI coach as needed</li> <li>5. review the graduation cohort, classroom failure rates, and ELP/tutoring implementation at MTSS meetings</li> </ol> <p>Attendance steps monitored by Mr. Gregg every 4 weeks in alignment with progress reports and report cards:</p> <ol style="list-style-type: none"> <li>1. provide academically relevant enrichment activities and clubs to galvanize student interest and buy-in</li> <li>2. offer multiple opportunities for success</li> <li>3. incorporate and build upon diverse cultural interests and backgrounds to build and maintain relationships</li> <li>4. continue positive incentive and recognition programs</li> <li>5. conduct home visits as needed (social workers)</li> </ol>		
1-5	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
	<p>Achievement steps monitored by Mr. Kretz every 4 weeks in alignment with progress reports and report cards:</p> <ol style="list-style-type: none"> <li>1. LLT will develop a rubric for writing and reasoning and present it at the back to school meeting. Both LLC and LLT will provide ongoing PD for successful implementation of the campus-wide rubric.</li> <li>2. Teachers will increase student feedback through use of the school-wide rubric (ongoing).</li> <li>3. LLT/LLC will provide ongoing PD regarding strategies and structures to engage students actively</li> </ol>		



	<p>in complex text through the use of model classrooms, breakout sessions, and other training/coaching models beginning in September.</p> <p>Attendance steps monitored by Mr. Gregg every 4 weeks in alignment with progress reports and report cards:</p> <p>1. Staff will provide enrichment and extracurricular clubs to generate a sense of ownership and community beginning in the first week of September (Girlfriends- McCall-Davis/Evans, Student Government- Schuster, Bayside (student) Literacy Team (BLT)- Hill/Palmer, PMAC- Kretz/Afflitto).</p> <p>2. Staff will provide students with multiple, ongoing opportunities for success through 1:1 and small group math tutoring (October), opportunities to meet and complete graduation requirements at the end of each quarter, ELP (August), academically based classroom games (ongoing PD beginning in August), remediation on tests and classwork, and course modifications to recover credits.</p> <p>3. Staff will provide opportunities for students to explore varied interests based on preference and cultural diversity. These are, but are not limited to weekly basketball games tied to attendance (McKillop/September), weekly poetry writing workshops based on attendance (September/Hill and Palmer), CTE classes (Crovo, Cena, Reth/August), field trips to explore postsecondary options such as PTEC (Bodine/as available), and will recognize students with excellent behavior, attendance, and academics through various recognitions (monthly, weekly, and daily/PBS team).</p>		
1-5	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Narrative	
	<p>Progress for each goal will be monitored in several ways including, but not limited to attendance reports, successful participation in clubs and enrichment activities, documentation of parent and/or student contact, review of lesson plans, progress monitoring tools such as FAIR, staff participation in training, observation of successful integration of strategies during walk-throughs and formal observations.</p>		
<b>Part III: Professional Development</b>			
	<p>For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.</p>	Narrative	
1.	<input type="checkbox"/> Related goal:	Narrative	
	<p>Increase student achievement.</p>		
	<input type="checkbox"/> Topic, focus, and content:	Narrative	

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	Content Area Writing and increased academic feedback		
	<input type="checkbox"/> Facilitator or leader:	Narrative	
	Literacy Leadership Team, RtI coach, and curriculum specialist		
	<input type="checkbox"/> Participants:	Narrative	
	school-wide		
	<input type="checkbox"/> Target dates or schedule:	Narrative	
	1-2 times monthly		
	<input type="checkbox"/> Strategies for follow-up and monitoring:	Narrative	
	ongoing PD/coaching model including, but not limited to a review of student work by department		
	<input type="checkbox"/> Person responsible for monitoring:	Narrative	
	curriculum specialist and RtI Coach		
2.	<input type="checkbox"/> Related goal:	Narrative	
	Increase student attendance.		
	<input type="checkbox"/> Topic, focus, and content:	Narrative	
	Blending curricula with CCSS and providing remediation and scaffolds to provide multiple opportunities for success		
	<input type="checkbox"/> Facilitator or leader:	Narrative	
	Leading the Learning Cadre, curriculum specialist, and RtI Coach		
	<input type="checkbox"/> Participants:	Narrative	
	Professional Learning Community		
	<input type="checkbox"/> Target dates or schedule:	Narrative	

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	1-2 times monthly		
	<input type="checkbox"/> Strategies for follow-up and monitoring:	Narrative	
	ongoing PD including demonstration classrooms, intra-departmental support from department chairs and colleagues		
	<input type="checkbox"/> Person responsible for monitoring:	Narrative	
	LLC and administration		
3.	<input type="checkbox"/> Related goal:	Narrative	
	Increase student achievement.		
	<input type="checkbox"/> Topic, focus, and content:	Narrative	
	Understanding and using student data		
	<input type="checkbox"/> Facilitator or leader:	Narrative	
	RtI Coach		
	<input type="checkbox"/> Participants:	Narrative	
	Professional Learning Community or department-based training		
	<input type="checkbox"/> Target dates or schedule:	Narrative	
	1-2 times monthly		
	<input type="checkbox"/> Strategies for follow-up and monitoring:	Narrative	
	ongoing analysis of formative assessments, high-yield differentiated instruction and integration of technology		
	<input type="checkbox"/> Person responsible for monitoring:	Narrative	
	RtI Coach and Technology Technician		
<b>Part IV: Coordination and Integration</b>			

4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.	Narrative	
	<p>Title I funds (hereafter referred to as “the funds”) are supporting the increase of student achievement through the RtI position and technology technician. Both of these positions will enhance student learning through targeted lesson planning and use of technology to support and enrich learning.</p> <p>Stipends will also be provided to teachers participating in PD outside of contract hours and implementing those strategies in the classroom. Funds may also be used to pay for substitute teachers for staff to attend training during school hours.</p> <p>The funds will also be used to support the Extended Learning Program to include after school tutoring and credit recovery.</p> <p>Also, the funds will be used to increase and encourage parental involvement through the purchase of postage, additional hours for a liaison to complete new student orientation with families, as well as printing and food purchases for parent trainings.</p>		
<b>Part V: Budget</b>			
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	A. <input type="checkbox"/> Related goal Increase student achievement.	Narrative	
4	<input type="checkbox"/> Strategy collaborative inquiry and interventions	Narrative	
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) Extended and additional learning time	Narrative	
4	<input type="checkbox"/> Description of resources <ol style="list-style-type: none"> <li>1. ELP</li> <li>2. tutoring during lunches and during teacher facilitation</li> <li>3. during school remediation and mentoring</li> <li>4. student remediation</li> </ol>	Narrative	

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	<ul style="list-style-type: none"> <li>5. RtI coach</li> <li>6. curriculum specialist</li> <li>7. technology technician</li> <li>8. ESE associate</li> </ul>		
4	<input type="checkbox"/> Funding source Title I (RtI Coach and ELP/tutoring after school) SIP reading referendum funds	Narrative	
4	<input type="checkbox"/> Amount needed \$53,257.28 from Title I RtI Coach \$10,244.96 from Title I ELP/tutoring \$42,649.00 for technology technician (This number may need to be adjusted to reflect 12-month vs. 10-month position.) \$800 approximately (50%) of SIP funds for purchasing materials to support student writing \$800 approximately (50%) of SIP funds for printing to support student achievement \$4500 (approximately) from reading referendum funds for remediation, enrichment, materials, libraries, etc.	Narrative	
4	B. <input type="checkbox"/> Related goals Increase student achievement. Increase student attendance.	Narrative	
4	<input type="checkbox"/> Strategy Student data and graduation chats	Narrative	
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) Data-based instruction and student self-assessment of progress and goal setting	Narrative	
4	<input type="checkbox"/> Description of resources <ul style="list-style-type: none"> <li>1. ongoing teacher training</li> <li>2. RtI coach</li> <li>3. curriculum specialist</li> <li>4. Technology Technician</li> </ul>	Narrative	
4	<input type="checkbox"/> Funding source: Title I (RtI Coach, technology technician, and teacher training/subs for TDEs)	Narrative	
4	<input type="checkbox"/> Amount needed \$ 53,257.28 from Title I RtI Coach \$42,649.00 for technology technician (This number may need to be adjusted to reflect 12-	Narrative	

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	<p>month vs. 10-month position.)                  \$12,647.37 from Title I for teacher training and subs for TDEs                  \$800 approximately (50%) of SIP funds for printing to support student achievement</p>		
4	<p>C. <input type="checkbox"/> Related goal                  Increase student attendance.</p>	Narrative	
4	<p><input type="checkbox"/> Strategy                  student interest groups and activities and awards tied to attendance and/or behavior</p>	Narrative	
4	<p><input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)                  Provide additional and varied opportunities for students to participate in extracurricular, interest based groups</p>	Narrative	
4	<p><input type="checkbox"/> Description of resources                  1. instructional staff to advise student interest clubs and activities                  2. RtI coach                  3. data prep clerk                  4. technology technician                  5. social workers to organize and encourage interest in activities tied to attendance</p>	Narrative	
4	<p><input type="checkbox"/> Funding source:                  Title I                  SIP                  unrestricted funds                  reading referendum funds</p>	Narrative	
4	<p><input type="checkbox"/> Amount needed:                  \$53,257.28 from Title I RtI Coach                  \$42,649.00 for technology technician (This number may need to be adjusted to reflect 12-month vs. 10-month position.)                  \$250 from reading referendum for student literacy team (BLT)                  \$2000 unrestricted funds</p>	Narrative	
4	<p>D. <input type="checkbox"/> Related goal                  Increase student achievement.                  Increase student attendance.</p>	Narrative	
4	<p><input type="checkbox"/> Strategy                  teacher training in student engagement</p>	Narrative	
4	<p><input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)</p>	Narrative	

	Sustained training, coaching, and modeling of student engagement practices in the classroom for implementation across campus		
4	<input type="checkbox"/> Description of resources 1. Campus wide PLCs and demonstration classrooms to train explicitly and to model (respectively) best practices/research-based strategies to engage students actively in text across content areas. 2. RtI Coach 3. Curriculum Specialist 4. technology technician	Narrative	
4	<input type="checkbox"/> Funding source: Title I SIP	Narrative	
4	<input type="checkbox"/> Amount needed \$53,257.28 from Title I RtI Coach \$42,649.00 for technology technician (This number may need to be adjusted to reflect 12-month vs. 10-month position.) \$12,647.37 from Title I for teacher training and subs for TDEs \$800 approximately (50%) of SIP funds for printing to support student achievement	Narrative	
<b>Part VI: Mid-Year Reflection</b>			
<p><a href="#">This section is to be completed after mid-year assessment data is available.</a> Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.</p>			
1-5	<input type="checkbox"/> Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement

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1-5	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement