FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT

School Improvement Plan (SIP)
Form SIP-1
Non-Title I High Schools

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: **Bayshore High**	District Name: **Manatee County**
Principal: **Mr. David Underhill**	Superintendent: **David E. Gayler, Interim**
SAC Chair: **Mrs. Crystal Perry**	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Additional Requirements

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. **Ginger Collins, Lisa Fehling, and Heather Jurney**
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? **The team meets to discuss, devise and plan interventions that are appropriate at each of the three tiers. Resource maps are developed and strategies are put**

into place to insure that each student has the opportunity to maximize his or her potential. The team is comprised of members of other school teams to ensure the representation necessary to promote consistent and pervasive practice.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? **The team works hand in hand with department chairs, SAC, faculty and parents to accomplish the goals and objectives of the school improvement plan.**

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. **PMRN, Quick Query, District Dashboard, Pinnacle, and AYP-Safe Harbor Calculator.**

Describe the plan to train staff on MTSS. **School-wide staff development, reinforcement in the small schools and information sessions during allotted time.**

Describe plan to support MTSS. **MTSS will be supported through on-going staff development, relating to the procedures in place for referring a student to the team for review.**

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). **Judi Stephens, Kira Uranga, Marcia Hill, Meg Newsome, Lisa Fehling, Amanda English, Ginger Collins, Michelle Johnson, Monica Prieto, Rick Franz, Sherry Breitenstein.**

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). **Meetings are held once per month.**

The team comes to a consensus after discussion on issues involving school-wide literacy.

What will be the major initiatives of the LLT this year? **1. School-wide focus on literacy involving close reading, writing and vocabulary, 2. Mentoring of LQ's, 3. Writing Clinic, 4. Enrichment - book clubs, Read-A-Thon, Reading Fair, Book Character dress-up.**

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school: **Develop strategies to ensure that each student has the opportunity to maximize his or her potential**.
Describe how the Lesson Study Plan will be implemented: **School-wide staff development, reinforcement in the small schools and information sessions during allotted time.**
What will be the major initiatives of the Lesson Study Plan this year? T**o insure that each student has the opportunity to maximize his or her potential.**

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

All students are small learning communities where multiple opportunities to explore careers are given.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Counselors and students work together to choose a curriculum that will support the student's career path.

Postsecondary Transition
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Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Strategies for improving student readiness for the public postsecondary level include offering a practice ACT Test in the fall and spring, followed by a scores back session which will provide test taking tips and information on getting into college. The TABE Test will also be offered twice during the school year. A career counselor from Manatee Technical Institute and the Bayshore High college & career advisor will then meet individually with students to discuss test results and career planning. The ASVAB Test will be offered during the school year for career exploration purposes which will identify academic strengths and weaknesses and determine career readiness. Ninth grade students are given the ReadiStep test to measure readiness, Advanced Placement, Dual Enrollment and Industry Certifications are also available to students.

PART II: EXPECTED IMPROVEMENTS
Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
To provide and make available information and opportunities related to student post-secondary readiness	High percentage from a print deprived environment; Minimal parent involvement; Attendance and suspension problems;	Individual and group advising will be offered to students by their guidance counselors, the college & career advisor and graduation	Guidance Counselors, College & Career Advisor, Graduation Coach, and the entire Bayshore High School family.	The number of students taking advantage of post-secondary readiness opportunities	Graduation rate, PSAT, ACT, SAT, ReadiStep Test analysis and the Annual analysis of the High School Feedback Report.

	Clear understanding of curriculum standards and benchmarks;	coach throughout the year. Classroom presentations include topics such as admission requirements, College and university profiles, scholarships, financial aid, and career planning. A senior class meeting will be held in September to cover the same topics in a power point presentation. Each student will receive a CD that will provide all the information electronically, including important dates and helpful websites.			

__Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).__

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Student tracking and progress monitoring for our ELL's (LF's, LS', and LY's) through test scores. (FCAT and CELLA). They are scheduled in classes that will accelerate their reading and language, such as ESOL English and ESOL Developmental Language, Regular English, and Intensive Reading when appropriate. Teachers are provided ELL supplemental plans for their classrooms.

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* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

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Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
To increase the number passing by 5% over last school years 48% (approx 150) of algebra 1 students who did not pass the EOC.	Majority of algebra students are struggling with interpreting the word based math problems that are prevalent in the EOC	Close reading instruction of math word problems	Math Dept, AP	Formative and summative assessments. Algebra teacher's collaborative reviews	USATestprep, Oncourse System
To increase the number passing by 5% over last school years 75 algebra students ing the class but failed the EOC	Weak reading skills. Most of these students are also level 1 or 2 in FCAT reading	Apply WICOR strategies to math instruction	Math Dept, AP	Twice quarterly student samples of WICOR based activities submitted to AVID Team for review	USATestprep, Oncourse System, Classroom Observation
To increase the number passing by 5% over last school years 75 algebra students received a failing class and EOC grade	Weak writing skills. Most of these students are also level 1 or 2 in FCAT reading	Create/write math word problems	Math Dept, AP	Twice quarterly writing samples of all students submitted to reading coach	USATestprep, Oncourse System

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* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Geometry End-of-Course Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
To increase the number passing by 5% over last school years 47% (approximately 150) of geometry students who did not pass the EOC.	Majority of geometry students are struggling with interpreting the word based math problems that are prevalent in the EOC.	Close reading instruction of math word problems.	Math Dept, AP	Formative and summative assessments. Algebra teacher's collaborative reviews.	USATest prep, Oncourse System
To increase the number by 5% over last school years 43% (65) geometry students who scored in the lowest third of the EOC.	Weak reading skills. Most of these students are also level 1 or 2 in FCAT reading.	Apply WICOR strategies to math instruction.	Math Dept., AP	Twice quarterly student samples of WICOR based activities submitted to AVID Team for review.	USATest prep, Oncourse System, Classroom Observation.
To increase the number by 5% over last school years 36% (50) geometry students who scored in the middle third of the EOC.	Weak writing skills, Most of these students are	Create/write math word problems.	Math Dept., AP	Twice quarterly writing samples of all students submitted to	USATest prep, Oncourse System

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	also level 1 or 2 in FCAT reading.			reading coach.	

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Civics End-of-Course (EOC) Goals – Middle and High School (if administered)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Not Applicable. A Civic EOC was not administrated.					

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

History End-of-Course (EOC) Goals – Middle and High School (if administered)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Not Applicable. A History EOC was not administrated.					

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* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Professional Development at Your School

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Identifying Text Complexity	9-12/ALL	Reading	School-wide	On-going	Lesson plans showing three examples of subject specific, high-interest complex text used in the classroom and Classroom visits.	Administration and Reading Coach
How to do a Close Reading	9-12/ALL	Reading	School-wide	On-going	Teachers will model close reading of complex text in their departments. Lesson Plans. Classroom visits.	Administration and Reading Coach
I'm Not an English teacher! Why do I have to teach Literary Devices?	9-12/ALL	Reading	School-wide	On-going	Lesson plans showing the use of literary devices in reference to complex text used in the classroom and Classroom visits.	Administration and Reading Coach
Making my assessment standards match the Parcc Assessment Standards.	9-12/ALL	Reading	School-wide	On-going	Lesson plans showing the use of Parcc Assessments in their content area. Classroom visits.	Administration, Departments Chairs, and Reading Coach.
How to effectively use WICOR Strategies	9-12/ALL	AVID	School-wide	On-going	Through the use of WICOR strategies within the classrooms. Lesson Plans, and classroom walkthroughs.	Administration, AVID Site
Cornell Notes	9-2/ALL	AVID	School-wide	On-going	Lesson plans notating teacher directed use of Cornell notes for classroom	Administration, AVID Site

					assignments, and classroom walkthroughs.	
Edmodo	9-12/ALL	Technology	School-wide	On-going	Lesson plans listing classroom usage, and class walkthroughs.	Administration, Technology
Shared Folders	9-12/ALL	Technology	School-wide	On-going	Collaboration between peers	Technology

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			High percentage of socio-economically disadvantaged students; High percentage from a print deprived environment; Minimal parent involvement; Attendance and suspension problems	Calls home, Contracts, Administration meetings, Alternative program referrals, Guidance follow-up, Attendance incentives; Engaging curriculum choices through small learning communities; Student activities and clubs; Mentoring; Post-Secondary	Administration, Guidance Department, and Graduation Coach.	Graduation and dropout rate.	The decrease in the number of dropouts and transfers, and the increase in the number of graduates.
The number (percentage of students categorized as dropout has not yet been determine. Upon determination of this the actual rate will be provided.	2012 Current Dropout Rate:* Not Currently available *Enter numerical data for dropout rate in this box.*	2013 Expected Dropout Rate:* Will be determined once previous year data is determined. *Enter numerical data for expected dropout rate in this box.*					
	2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					

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				Field Trips; Motivational speakers.			
	71%	74%					

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☒ Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.	
Members assist with the implementation of Back to School Night, planning of the school budget, school based decision making in reference to financial distribution, and student recognition. Review of school data, and forecasting of goals to address school needs.	
Describe the projected use of SAC funds.	Amount
To enhance the academic learning environment of the school.	100%