

Pinellas County Schools

BAYSIDE HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 6

 D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

 A. ESSA School, District, State Comparison 11

 B. ESSA School-Level Data Review 12

 C. ESSA Subgroup Data Review 13

 D. Accountability Components by Subgroup..... 14

 E. Grade Level Data Review 17

III. Planning for Improvement..... 18

IV. Positive Learning Environment 27

V. Title I Requirements (optional)..... 30

VI. ATSI, TSI and CSI Resource Review 35

VII. Budget to Support Areas of Focus 36

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Cultivate academic excellence while preparing every student for college, career, and workforce success.

Provide the school's vision statement

Provide an environment where every scholar is safe, supported, and empowered to graduate and achieve post-graduation success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

E. Ste'Phan Lane

lanee@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Mr. Lane provides the overall vision, leadership, and direction for the school by fostering a safe, supportive, and student-centered learning environment. Mr. Lane ensures high-quality instruction, grows staff capacity, builds community partnerships, and leads continuous improvement efforts that prepare students for graduation, postsecondary education, careers, and workforce success.

Leadership Team Member #2

Employee's Name

Etje Ramdohr

ramdohre@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Ramdohr serves in her role by assisting in leading daily school operations, student discipline, attendance, safety, testing, and instructional initiatives. As the assistant principal, Mrs. Ramdohr will promote *ONE Bayside* by assisting in establishing a culture of accountability, engagement, and academic success for all Bayside High School scholars.

Leadership Team Member #3**Employee's Name**

Shantell McMillian

mcmillians@pcsb.org

Position Title

Secretary/Bookkeeper

Job Duties and Responsibilities

Ms. McMillian serves in her role by managing the principal's office, maintaining records, overseeing school bookkeeping and financial processes. Ms. McMillian will also provide *ONE Bayside* customer service to students, families, staff, and community partners.

Leadership Team Member #4**Employee's Name**

Antonio Eberhardt-Taylor

eberhardt-taylor@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

Mr. Taylor will lead Bayside High School's Multi-Tiered System of Supports (MTSS) by coordinating academic and behavioral interventions, monitoring student progress, and facilitating data-driven problem-solving. In this role, Mr. Taylor will lead ongoing data-driven initiative and supports which impact collective and individualized scholar support and success.

Leadership Team Member #5

Employee's Name

E. LaTrez Chestnut

chestnute@pcsb.org

Position Title

PBIS Coach

Job Duties and Responsibilities

Mr. Chestnut will serve as the Bayside High School Positive Behavioral Interventions and Supports (PBIS) Coach by modeling and enforcing effective instructional and classroom management practices, analyzing behavior/academic data, implementing evidence-based interventions, facilitating student recognition systems, and fostering conditions which leads to a ONE Bayside culture.

Leadership Team Member #6

Employee's Name

Amanda Dallas

dallasa@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Mrs. Dallas will serve as one of the student service members who advocate for the academic, social-emotional, college, career, and workforce readiness of every student. Mrs. Dallas will also assist in leading schoolwide testing, provide individual/group counseling, assists with graduation code monitoring, and assist with challenges or barriers which may interfere with overall student success.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The One Bayside philosophy makes it crucial for there to be a way to collect ongoing feedback from stakeholders within the school and community. Every month the principal will meet with the **Bayside**

High school faculty, Leadership Team, MTSS Team (bi-weekly), **SBLT**, and **PBIS Team**. There will be a bi-weekly meeting between the BHS administrators and content area department heads as well.

Members of the Bayside High School Leadership Team will collaborate regularly with support staff and union representatives to support communication and shared decision-making. Bayside High School administrators will also lead **School Advisory Council** (SAC) meetings and actively participate in district and community organizations that positively impact the Bayside High School learning community, such as the Clearwater Urban Leadership Coalition. As a Title I school, Bayside High School will host the required annual **Title I Meeting** to provide families with important information about Title I programs, school initiatives, and opportunities to offer meaningful input and feedback.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The goals outlined in the Bayside High School SIP will remain a standing focus throughout the school year. Progress will be monitored and discussed during administrative team meetings, SBLT meetings, content PLCs, and faculty meetings. Following each noted assessment, student data will be analyzed to determine the effectiveness of our action steps, and adjustments will be made as needed to ensure continuous improvement. A mid-year review will take place in January to evaluate our progress toward each goal. We will make changes were necessary in order to ensure a positive impact on student achievement, growth, and success.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: COMMENDABLE 2023-24: COMMENDABLE 2022-23: 2021-22: MAINTAINING

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators		10	47	39	96

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	3	64	62	11	62	59	4	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	27	59	59	15	58	58	40	57	57
ELA Lowest 25th Percentile		55	55		54	56		55	55
Math Achievement*	6	54	52	7	46	49	5	42	45
Math Learning Gains	32	49	45	28	45	47	38	46	47
Math Lowest 25th Percentile		44	44		43	49	70	41	49
Science Achievement	3	77	74	4	73	72		64	68
Social Studies Achievement*	12	77	76	9	74	75	26	70	71
Graduation Rate	87	95	94	76	94	92	63	92	90
Middle School Acceleration									
College and Career Acceleration	2	73	74	7	69	69	4	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	22%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	172
Total Components for the FPPI	8
Percent Tested	85%
Graduation Rate	87%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
22%	20%	31%	16%	16%	18%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	22%	Yes	7	4
English Language Learners	46%	No		
Black/African American Students	22%	Yes	7	7
Hispanic Students	26%	Yes	7	1
White Students	34%	Yes	7	
Economically Disadvantaged Students	21%	Yes	7	7

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	3%		27%		6%	32%		3%	12%		87%	2%	
Students With Disabilities					0%				0%		88%	0%	
English Language Learners											92%	0%	
Black/African American Students	6%				10%	27%		6%	15%		93%	0%	
Hispanic Students					9%				0%		89%	6%	
White Students									20%		76%	5%	
Economically Disadvantaged Students	5%		25%		7%	26%		0%	13%		88%	3%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	11%		15%		7%	28%		4%	9%		76%	7%	
Students With Disabilities					9%				0%		100%	7%	
Black/African American Students					10%	29%		0%	13%		86%	3%	
Hispanic Students											67%	0%	
White Students					6%						69%	16%	
Economically Disadvantaged Students	13%		17%		8%	28%		0%	8%		74%	4%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	4%		40%		5%	38%	70%		26%		63%	4%	
Students With Disabilities					0%						87%	0%	
Black/African American Students					6%	39%			13%		56%	0%	
Hispanic Students					10%						83%	7%	
White Students					5%	45%			30%		52%	7%	
Economically Disadvantaged Students	5%		37%		5%	39%			23%		59%	5%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	0%	63%	-63%	60%	-60%
ELA	10	6%	62%	-56%	61%	-55%
Biology	9	0%	82%	-82%	87%	-87%
Biology	10	14%	49%	-35%	60%	-46%
Algebra	9	0%	44%	-44%	41%	-41%
Algebra	10	0%	29%	-29%	31%	-31%
Geometry	10	17%	46%	-29%	40%	-23%
Geometry	11	5%	24%	-19%	26%	-21%
Geometry	12	6%	27%	-21%	19%	-13%
History	10	24%	89%	-65%	76%	-52%
History	11	10%	72%	-62%	75%	-65%
History	12	13%	54%	-41%	56%	-43%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Data indicates an increase in learning gain percentages in the areas of ELA (+12%) and Math (+4%). These improvements reflect the focus that was put into strengthening standards-based instruction, improving target-to-task alignment, and ensuring every lesson is driven by clear learning objectives and high-quality instructional practices.

Lowest Performance

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

Data indicates that while ELA learning gains increased, overall, ELA proficiency declined by 8%. This demonstrates that targeted interventions are helping students make progress; however, greater emphasis must be placed on delivering rigorous, standards-aligned Tier 1 instruction that consistently moves students from growth to proficiency. It is believed that inconsistent attendance played a part in the proficiency decline as well.

Greatest Decline

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

ELA proficiency declined from 11% to 3%. This decrease may be attributed to inconsistent student attendance, as well as the need to strengthen the rigor and consistency of standards-aligned Tier 1 instruction to ensure more students successfully master ELA standards.

Greatest Gap

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

Data indicates that Science had the largest proficiency gap when compared to the state average. Bayside High School achieved a Science proficiency rate of 3%, while the state average was 74%. This significant gap highlights the need to strengthen the rigor and consistency of standards-aligned Tier 1 science instruction, increase student engagement in inquiry-based learning, and ensure students have frequent opportunities to master grade-level science standards through high-quality

instruction and targeted support.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. There were 178 students at Bayside High School with an attendance rate below 90%.
2. Only 3% of the students at Bayside High School who took the PM 3 FAST ELA scored at or above proficiency.

Highest Priorities

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

1. Increase student graduation rate.
2. Increase overall student attendance.
3. Increase the number of students scoring at or above proficiency in ELA.
4. Increase the number of students scoring at or above proficiency in Math.
5. Increase the number of students scoring at or above proficiency in Science.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increasing ELA proficiency is one of the top priorities for Bayside High School. By delivering high-quality, standards-aligned instruction through assessment-informed, data-driven decision making, teachers will be better equipped to identify student needs, adjust instruction, and provide targeted support that accelerates learning. A focus on rigorous Tier 1 instruction, aligned with timely interventions, will increase student proficiency and strengthen literacy skills across all content areas. This will better prepare students for graduation, postsecondary education, and workforce success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of Byside High School students scoring at proficiency will increase from 3% in 2026, to 15% in the 2026-2027 school year as measured by the FAST ELA assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The principal will monitor the implementation of established protocols, expectations, roles, and responsibilities within the ELA and Reading departments to ensure alignment with the school's instructional priorities. The principal will attend ELA PLCs to monitor collaborative planning, implementation of high-quality lesson plans, and the analysis of FAST Progress Monitoring data to strengthen target-to-task alignment, standards-based instruction, and student engagement. Frequent instructional walkthroughs will be conducted to provide teachers with timely, actionable feedback, while student performance on each B.E.S.T. benchmark will be continuously tracked, monitored, and analyzed to inform assessment-driven instructional decisions, targeted interventions, and effective remediation strategies that increase student proficiency.

Person responsible for monitoring outcome

Principal E. Ste'Phan Lane

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will use assessment-informed, data-driven PLCs to analyze student performance by standard, identify misconceptions, and determine which B.E.S.T. benchmarks require reteaching. Based on this analysis, teachers will collaboratively develop and implement targeted, standards-based reteaching lessons using evidence-based instructional strategies, frequent formative assessments, and flexible small-group instruction to ensure students master grade-level expectations.

Rationale:

ELA performance data from the previous school year showed only 3% of students met proficiency on the PM3 FAST. This demonstrated the need for more intentional use of assessment data to guide instructional planning and ensure all students master the B.E.S.T. standards. By utilizing data-driven PLCs to identify learning gaps, collaboratively planning targeted reteaching, and monitoring student progress, Bayside High School will strengthen Tier 1 instruction and increase student achievement across all content areas.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data-Based ELA PLCs

Person Monitoring:

E. Ste'Phan Lane

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During pre-school week and throughout the school year, Bayside High School instructional staff will be introduced to data-driven PLCs. This will be done through collaborative professional learning, modeling of the PLC process, and guided analysis of student assessment data. Teachers will work in content-area teams to practice identifying standards-based strengths and gaps, developing targeted instructional responses, and planning reteaching aligned to the B.E.S.T. standards using a common PLC protocol.

Implementation will be monitored through principal and instructional leadership participation in PLC meetings, classroom walkthroughs, and ongoing analysis of student performance data to ensure instructional decisions are consistently driven by evidence of student learning.

Action Step #2

Data-Driven Dialogue

Person Monitoring:

E. Ste'Phan Lane

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Assessment-informed, data-driven PLCs will strengthen Tier 1 instruction by identifying learning gaps, guiding standards-based reteaching, and improving student achievement. Implementation will be monitored through principal and instructional leadership participation in PLC meetings, classroom walkthroughs, and ongoing analysis of student performance data to ensure instructional decisions are consistently driven by evidence of student learning.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data from last school year suggest there may be a need to strengthen the consistent, effective implementation of evidence-based interventions which impact student achievement and increase proficiency. Evidence-based interventions help to ensure every student receives the academic and behavioral support necessary to achieve success. Through consistent implementation of the MTSS process, routine analysis of assessment data every two to three weeks, and ongoing monitoring of Academic Improvement Plans (AIPs), school leaders will use data-driven decision making to strengthen Tier 1 instruction, provide timely interventions, and improve student outcomes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of Bayside High School students scoring at proficiency will increase by 12% in the areas of ELA (3% to 15%), Math (6% to 18%), and Science (3% to 15 %) in the 2026-2027 school year as measured by the FAST ELA assessment, FAST Math assessment, and Biology EOC..

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administration and the MTSS team will monitor the implementation of established protocols, expectations, roles, and responsibilities to ensure evidence-based interventions are implemented with fidelity in all content area classrooms. The principal will regularly attend MTSS meetings to assist in having data-driven dialogue about the implementation and support of Academic Improvement Plans (AIPs). Principal will also initiate implementation and support for flexible small-group instruction, standards-based reteaching, progress monitoring, and the use of data-driven instructional decisions to address individual student needs. Frequent strategy walks and instructional walkthroughs will be conducted to provide teachers with timely, actionable feedback on the implementation and use of differentiated instructional practices, and scaffolding. Assessment data will be reviewed every two to three weeks to evaluate the effectiveness of interventions, adjust supports, and ensure all students are making progress toward mastery of the B.E.S.T. standards, which is the desired outcome.

Person responsible for monitoring outcome

E. Ste'Phan Lane

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Scaffolding and differentiation will be embedded into daily Tier 1 instruction to ensure every student has access to rigorous, standards-aligned learning experiences that meet their individual academic needs. This will increase Bayside High School scholars chances of meeting proficiency on PM3 FAST assessments. Intervention effectiveness will be monitored through strategy walks, classroom walkthroughs, and data-driven MTSS discussions. Interventions will also be monitored for effectiveness through ongoing assessment data every two to three weeks which evaluates student growth and allow for data-driven instructional adjustments.

Rationale:

Previous school year data demonstrated the need to provide more intentional scaffolding and differentiated instruction to ensure all students have equitable access to grade-level content and are able to successfully master the B.E.S.T. standards. Bayside will strengthen Tier 1 instruction by consistently implementing and monitoring these instructional practices through strategy walks, classroom walkthroughs, MTSS discussions, and ongoing analysis of assessment data every two to three weeks. This will increase the possibility of Bayside students achieving proficiency on the PM3 FAST assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

MTSS Intervention Monitoring System

Person Monitoring:

Antonio Eberhardt-Taylor

By When/Frequency:

Every Two Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and the MTSS Coach will use data-based discussions to review implementation and student data every two to three weeks to evaluate the effectiveness of scaffolding, differentiation, and Tier 1 instructional practices. These data-based discussions will be used to make timely, assessment-informed, data-driven decisions to ensure Bayside are addressing student challenges and needs.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Bayside High School will prepare students to graduate and experience postsecondary success by providing meaningful career exploration experiences, workforce opportunities, and exposure to high-demand career pathways through partnerships with Pinellas Technical College (PTC), local businesses, and skilled professionals in the trades. Through PTC campus visits, industry mentorships, career speakers, hands-on learning experiences, students will develop the knowledge, skills, and confidence needed to make informed decisions about their pursuit of college, technical education, military service, or the workforce.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of Bayside High School students qualifying and graduating with a diploma for the 2025-2026 school year (87%) will increase by 5 %, giving Bayside a 92% graduation rate for the 2026-2027 school year, as reflected in district and state graduation data.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Bayside High School administrators and leadership team will determine the the effectiveness of these programs by student participation data, enrollment in postsecondary and workforce opportunities,

completion of career exploration activities, and feedback from students and community partners. Bayside leadership team will review this data each quarter to determine impact, as well as student progress toward meaningful postsecondary and career-ready outcomes.

Person responsible for monitoring outcome

Amanda Dallas

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Bayside High School will partner with Pinellas Technical College in implementing a structured Career Exploration and Postsecondary Readiness program. This program will include workforce mentors and instructors from PTC. Bayside and PTC will also provide partner to provide students with tour and shadowing opportunities on both PTC campuses. visits, career interest inventories, job shadowing, and individualized postsecondary planning. Student progress will be monitored through participation data, career plan completion, and counselor conferences to ensure each student is actively exploring and preparing for technical education, workforce opportunities, military service, or college based on their interests and goals.

Rationale:

Providing students with meaningful exposure to post-graduation opportunities increases their motivation to engage in learning, develop a sense of purpose, and successfully earn a high school diploma. Progress will be monitored through participation data, career plan completion, and counselor conferences to ensure each student is actively exploring and preparing for technical education, workforce opportunities, military service, or college based on their individual interests, strengths, and goals.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Bayside High School will ensure that African American students receiving Exceptional Student Education (ESE) services have equitable access to rigorous, grade-level instruction while making meaningful progress toward their Individualized Education Plan (IEP) goals through inclusive practices, specially designed instruction, and targeted supports. Teachers, ESE staff, and administrators will use collaborative planning and data-driven decision-making to monitor student progress, remove barriers to learning, and provide the instruction and interventions needed for African American students to achieve academic success in the Least Restrictive Environment (LRE).

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2026–2027 school year, the African American ESSA subgroup at Bayside High School will increase academic proficiency by 20%, as measured by state assessment results, through the implementation of assessment-informed, data-driven instruction, evidence-based interventions, and ongoing progress monitoring.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward this goal will be monitored every two to three weeks through disaggregated assessment data reviews, PLC discussions, MTSS meetings, classroom walkthroughs, and ongoing analysis of instructional and intervention effectiveness to ensure African American students are making measurable progress toward proficiency.

Person responsible for monitoring outcome

Etje Ramdohr

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will use assessment-informed, data-driven instruction to provide targeted, standards-based

small-group interventions, differentiated instruction, and timely reteaching based on the specific academic needs identified through disaggregated student performance data. The effectiveness of these evidence-based interventions will be monitored every two to three weeks through PLC collaboration, formative assessment results, MTSS discussions, and classroom walkthroughs to ensure African American students are making measurable progress toward proficiency.

Rationale:

Provided ESSA data demonstrated the need for more intentional, data-driven instruction and targeted interventions to improve academic outcomes for African American students. By using disaggregated data to guide instructional decisions and provide timely, evidence-based supports, Bayside High School will increase equitable access to rigorous instruction and improve student proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increased Academic Achievement for the Africa-American ESSA Subgroup

Person Monitoring:

Etje Ramdohr

By When/Frequency:

Every Two Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use assessment-informed, data-driven instruction to provide targeted, standards-based small-group interventions, differentiated instruction, and timely reteaching based on the specific academic needs identified through disaggregated student performance data. The effectiveness of these evidence-based interventions will be monitored every two to three weeks through PLC collaboration, formative assessment results, MTSS discussions, and classroom walkthroughs to ensure African American students are making measurable progress toward proficiency. Provided ESSA data demonstrated the need for more intentional, data-driven instruction and targeted interventions to improve academic outcomes for African American students. By using disaggregated data to guide instructional decisions and provide timely, evidence-based supports, Bayside High School will increase equitable access to rigorous instruction and improve student proficiency.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The majority of Bayside High School students attended school less than 90% of the time during the previous school year, making attendance a critical area of focus for 2026–2027. Providing students with consistent access to high-quality instruction requires regular school attendance. Chronic absenteeism limits students' opportunities to engage in rigorous, standards-aligned instruction, develop meaningful relationships with staff, and earn the credits necessary for graduation and postsecondary success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2026–2027 school year, Bayside High School will increase the percentage of students attending school to 92%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance data will be reviewed biweekly by the CST coordinator. A data-based discussion will then take place during MTSS meetings in order to evaluate attendance intervention effectiveness, adjust supports as needed, and ensure students remain on track for academic success, credit attainment, and graduation.

Person responsible for monitoring outcome

Darlene Pandolfo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Bayside High School will implement a tiered attendance recognition program that celebrates students for improved attendance, maintaining at least 90% attendance, and perfect attendance. This intervention will be supported through incentives, schoolwide recognition, certificates, and community-sponsored rewards.

Rationale:

This attendance intervention program will reinforce positive attendance habits, increase student engagement, and encourage consistent school attendance by recognizing both growth and sustained success throughout the school year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

The CST and MTSS team will review attendance data every two weeks to identify students who qualify for recognition. These teams will monitor trends and ensure attendance incentives are implemented consistently across the school.

Person Monitoring:

Darlene Pandolfo

By When/Frequency:

Every Two Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The CST and the MTSS team will review attendance data every two weeks to identify students who qualify for recognition, monitor trends, and ensure attendance incentives are implemented consistently across the school. Program effectiveness will be evaluated each quarter by analyzing attendance data, student participation, and feedback to refine incentives and increase the number of students maintaining at least 90% attendance.

Action Step #2

PBIS Recognition and Reward System

Person Monitoring:

LaTrez Chestnut

By When/Frequency:

Every two to three weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Bayside High School will implement a comprehensive PBIS framework centered on our ONE Bayside expectation. This assist in establishing a positive school climate and culture where students are recognized and rewarded for demonstrating appropriate behavior, positive character, academic effort, and consistent attendance. Through ongoing celebrations, incentives, and meaningful recognition, the PBIS process will reinforce positive student behaviors, strengthen school connectedness, and reduce chronic absenteeism by encouraging students to attend school regularly and remain actively engaged in their learning.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Bayside High School Website

<https://bayside-hs.pcsb.org/>

Bayside High School will provide information to parents regarding Title 1 programs in a timely manner using various methods of communication including meetings, mailed letters home, the School Messenger call system, email and the school website.

At the Annual Title 1 Meeting, information about Title 1 programs, curriculum, and academic assessments will be shared in general meetings. Sign-in sheets will be provided to the Title 1 Coordinator who will maintain documentation on the dissemination of information, distribution methods, and timelines.

1. Parent and family engagement events/activities are aligned with school and district achievement goals.
2. The school offers flexible number of meetings, such as morning or evening.
3. The school holds the Title 1 Annual meeting at a convenient time and encourages and invites all parents to attend to inform them about the school's Title 1 School Plan, and the school-parent compact.
4. School communication with ELL families is ongoing, meaningful (provided in the native language), culturally relevant, and results in higher academic achievement, increased access to opportunities for ELL scholars, and meaningful engagement for ELL families.
5. Families are involved in the development of the School-Parent-Scholar Compact.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Bayside High School will strengthen family communication by utilizing phone calls, emails, text messaging, social media, the school website, newsletters, and parent conferences to provide timely, consistent, and meaningful updates regarding student progress and school events. Bayside will also regularly gather parent input through surveys, focus groups, SAC meetings, family engagement events, and individual conferences to inform school improvement efforts and strengthen home-school partnerships.

Bayside High School will offer engaging parent workshops throughout the school year that provide families with practical strategies and resources to support literacy, mathematics, science, and test preparation at home while promoting student academic success.

Additionally, Bayside High School will:

1. Increase parent response to requests for feedback through the use of surveys, interviews, or direct solicitation.
2. Increase parent education on accessing FOCUS with the intention of advocating for their child.
3. Offer flexible conferences and meetings during and outside the school day.
4. Continue to provide workshops corresponding to the needs of the scholars (college, career, vocational and life skill development).
5. Advertise/publicize event. Develop and disseminate invitations. Develop agenda, handouts, and/or presentation materials that address the required components.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Bayside High School will use the following to strengthen academic programs:

- Strengthen schoolwide literacy by consistently implementing close reading strategies, text-dependent questioning, and writing across all content areas to improve student comprehension

and critical thinking.

- Increase the consistent implementation of the District's Five Essentials of Effective Instruction through instructional coaching, classroom walkthroughs, and ongoing feedback.
- Utilize collaborative planning and content-area PLCs to analyze student data, design rigorous standards-aligned lessons, and identify effective instructional strategies to meet the needs of all learners.
- Integrate student-centered systems, to foster a positive, engaging, and supportive learning environment.
- Expand goal-setting, college and career readiness, and postsecondary planning through intentional collaboration with the College and Career Coordinator, Pinellas Technical College, and community workforce partners.
- Provide high-quality, job-embedded professional learning focused on evidence-based instructional practices, lesson design, differentiation, scaffolding, and cross-curricular collaboration to strengthen Tier 1 instruction and improve student achievement.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Bayside High School will coordinate this plan with federal, state, and local programs by aligning Title I resources, MTSS, PBIS, career and technical education partnerships, with district instructional initiatives. Doing so will provide a supported, comprehensive system of academic and behavioral support for every student. Through collaboration with the College and Career Coordinator, Pinellas Technical College, community workforce partners, and district departments, the school will integrate professional learning, college and career readiness, student support services, and evidence-based instructional practices into one cohesive framework that promotes student achievement, graduation, and postsecondary success.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Bayside High School is committed to meeting the academic, social, emotional, and postsecondary needs of every student through a collaborative network of dedicated professionals and community partners. Our administrative team and school counselor work closely with students to monitor academic progress and ensure appropriate supports are in place, while our full-time school social worker, part-time school psychologist, and part-time school nurse provide comprehensive services that address barriers to student success.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Bayside High School will partner with Pinellas Technical College in implementing a structured Career Exploration and Postsecondary Readiness program. This program will include workforce mentors and instructors from PTC. Bayside and PTC will also provide partner to provide students with tour and shadowing opportunities on both PTC campuses. visits, career interest inventories, job shadowing, and individualized postsecondary planning. Student progress will be monitored through participation data, career plan completion, and counselor conferences to ensure each student is actively exploring and preparing for technical education, workforce opportunities, military service, or college based on their interests and goals.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Bayside High School will implement a comprehensive, schoolwide tiered system of support that

proactively prevents and addresses problem behaviors through PBIS, restorative practices, and early intervention services. Additionally, our ONE Bayside expectations and Guidelines for Success will be implemented with fidelity across all school settings.

Student behavior and engagement will be reinforced through a PBIS reward and recognition program that celebrates positive choices, attendance, academic effort, and ONE Bayside behavior. The MTSS and PBIS teams will monitor data regularly to identify students in need of additional behavioral supports and interventions.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Bayside High School will provide ongoing, job-embedded professional learning for teachers, paraprofessionals, and all school personnel through pre-school training. This includes district professional development, instructional coaching, faculty and staff meetings, collaborative PLCs, and data analysis sessions. Bayside will consistently implement the school's academic expectations and model for student success. Bayside administrators will provide individualized coaching, mentorship, classroom feedback, and targeted professional learning opportunities to recruit, develop, and retain highly effective educators.

Bayside administrators will ensure every staff member receives the support needed to continuously improve instructional practices and student outcomes.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Bayside High School Teen Parent Program will assist in providing daycare options and criteria for all teen parents. Teen parents will get assistance in obtaining transportation from the district to get to school and to get their children to daycare. This will assist our students in having a safe learning environments from themselves and their children.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The School Improvement funding allocation process will be evaluated in monthly school meetings, School Messenger calls to communicate with parents, bi-weekly school/community newsletter, Title One Meetings, updates and input requests on school websites and SAC Meetings.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Bayside High School will provide ongoing, professional learning focused on delivering high-quality instruction, using data to make informed instructional decisions, and implementing effective differentiation to ensure every student has access to rigorous, standards-aligned learning experiences. Professional development will be reinforced through instructional coaching, collaborative PLCs, classroom walkthroughs, faculty meetings, and timely feedback so teachers can continuously refine their instructional practices and respond to the individual needs of their students.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00