Bayside High School

2022-23 Schoolwide Improvement Plan

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Bayside High School

1901 DEGROODT RD SW, Palm Bay, FL 32908

http://www.bayside.brevard.k12.fl.us/

Demographics

Principal: Holli Zander A
Start Date for this Principal: 6/3/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2020-21: (44%) 2018-19: B (55%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Empowering students to embrace learning by promoting excellence and independence to become responsible citizens.

Provide the school's vision statement.

Through a supportive culture, we will engage every learner in academically challenging activities and build strong relationships that inspire responsible citizenship and foster readiness for college and careers.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Zander, Holli	Principal	Oversees the running of the administrative teams and their individual objectives. Assesses teacher instruction to foster positive pedagogical growth.
Johnson, John	Assistant Principal	Serves as an instructional leader monitoring and positively influencing curriculum and instruction. Oversees state and national testing throughout the school year. Guides the school counselor team in achieving focusing on student issues and graduation. Assesses teacher instruction to foster positive pedagogical growth.
Torlak, Naim	Assistant Principal	Leads and organizes facility-based needs and the teams that address them. Assesses teacher instruction to foster positive pedagogical growth.
Crews, Tiffany	Assistant Principal	Monitors and influences student behaviors throughout the school in her role as dean. Assesses teacher instruction to foster positive pedagogical growth.
Gladden, Michael	Assistant Principal	Monitors and influences student behaviors throughout the school in her role as dean. Assesses teacher instruction to foster positive pedagogical growth.

Demographic Information

Principal start date

Monday 6/3/2019, Holli Zander A

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

100

Total number of students enrolled at the school

1,885

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

14

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

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	449	440	370	345	1604
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	101	77	60	55	293
One or more suspensions	0	0	0	0	0	0	0	0	0	109	77	60	55	301
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	133	124	66	44	367
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	216	174	56	20	466
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	9	62	33	62	166
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	26	15	30	90

Date this data was collected or last updated

Tuesday 9/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	472	478	432	286	1668
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	102	140	113	62	417
One or more suspensions	0	0	0	0	0	0	0	0	0	5	5	4	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	113	132	86	37	368
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	88	0	0	0	88
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	26	88	78	10	202
Students retained two or more times	0	0	0	0	0	0	0	0	0	25	41	34	11	111

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	472	478	432	286	1668
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	102	140	113	62	417
One or more suspensions	0	0	0	0	0	0	0	0	0	5	5	4	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	113	132	86	37	368
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	88	0	0	0	88
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	26	88	78	10	202
Students retained two or more times	0	0	0	0	0	0	0	0	0	25	41	34	11	111

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%			40%			54%	59%	56%
ELA Learning Gains	49%			39%			49%	52%	51%
ELA Lowest 25th Percentile	37%			23%			37%	40%	42%
Math Achievement	26%			27%			45%	48%	51%
Math Learning Gains	34%			25%			46%	49%	48%
Math Lowest 25th Percentile	41%			27%			34%	45%	45%
Science Achievement	58%			53%			66%	66%	68%
Social Studies Achievement	61%			60%			60%	70%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

		BIOLOGY EOC				
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	66%	-2%	67%	-3%
		CIVICS EOC				
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
		HISTORY EOC				
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	71%	-12%	70%	-11%
		ALGEBRA EOC				
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	61%	-31%	61%	-31%
		GEOMETRY EOC				
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	60%	-7%	57%	-4%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	14	36	36	15	28	33	22	45		83	35
ELL	16	34	29	11	35	33	32	35		100	43
BLK	32	45	36	19	32	40	47	49		92	54
HSP	37	42	42	26	38	43	47	61		93	61
MUL	56	49		33	32		55	100		82	59
WHT	53	53	37	29	34	44	65	65		88	69
FRL	38	44	36	21	32	35	47	54		86	60
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	25	19	11	25	26	22	41		87	34
ELL	16	26	23	11	12	16	32	44		82	
BLK	27	35	20	17	23	22	31	41		93	58
HSP	31	31	25	25	23	33	47	45		84	49
MUL	51	54		39	41		72	60		78	71
WHT	47	42	27	31	26	26	63	73		88	63
FRL	34	35	23	23	24	24	45	52		86	56
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	31	32	22	34	22	45	41		68	54
ELL	17	31	26	17	42	50	20	20		73	45
BLK	35	54	43	33	43	36	49	41		85	68
HSP	50	44	35	38	44	40	58	61		88	73
MUL	48	50	43	29	23		41	67		87	85
WHT	63	49	33	56	50	31	78	67		83	76
FRL	46	46	34	39	42	34	62	54		81	73

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	559

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

During the 2021/22 SY Bayside was below the district and state averages in proficiency in all core content areas. Students with disabilities and English Language Learners were the subgroups that were significantly out performed by other subgroups.

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

The core content areas that demonstrate the greatest need for improvement are ELA, Algebra, and Geometry This is true especially of SWD and ELL students . Only 46% of students were proficient on the ELA FSA. In addition, 14% of SWD and 16% of ELL students were proficient on the ELA FSA.

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

Due to COVID 19 quarantine requirements in the beginning of the school year, student and teacher attendance were greatly impacted resulting in instruction that was sporadic and inconsistent the first semester. The addition of school-wide literacy professional development and subsequent application in lessons across subject areas would provide consistent and deliberate literacy instruction. A targeted and specific approach to our lower performing subgroups would provide additional support to those in need.

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

Based on the 10 components of the state assessments, all areas saw growth from 2021 to 2022 with the exception of mathematics achievement. ELA learning gains for the lowest 25% showed the most growth with an increase of 14 percentage points. Science increased by 5% and Social Studies by 1%.

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

The use of the Read 180 literacy program with fidelity in our reading classrooms specifically targeted student weaknesses and allowed for targeted support. In addition, teacher collaboration through PLC's allowed faculty to collaborate and implement a variety of effective strategies.

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

Bayside High School will continue to use the district chosen literacy program with the addition of a third reading teacher. PLC's will continue to be supported with the addition of a more flexible implementation schedule and focus on literacy strategies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Reading teachers will be provided professional development as they continue to work with their reading program.
Faculty will be provided professional development during pre-planning for PLC's as well as be provided time to work within their PLC teams for collaboration. Teachers will receive professional development during preplanning specific to best practices to support our SWD and ELL students from content specialists. All faculty will be provided professional development supporting school-wide literacy.

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

Administrative observations will increase in order to provide feedback to the teacher regarding their implementation of school-based initiatives including focused notetaking, formative assessments, connection of standard-objectives-lessons, and grade appropriate content. Initiatives will be reflected upon and adjusted as needed throughout the school year.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In 2022, 46% of students were proficient in ELA in comparison to 40% in 2021, but 54% in 2019.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In 2023, 54% of students will be proficient in ELA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor our 9th and 10th grade students' starting point using the fall and winter Progress Monitoring assessments (PM1 and PM 2 - FAST). Students in the 11th and 12th grade scheduled in Intensive Reading and ELL English classes will also be monitored through the Read 180 monitoring program three times a year in the fall, winter and spring.
Person responsible for monitoring outcome:	John Johnson (johnson.john@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will utilize school-wide literacy professional development along with increased observation and feedback to move students to proficiency.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	"Feedback is what allows teachers to grow and improve. Without feedback, poor teachers may assume their instruction is satisfactory, and successful teacher may remain indefinitely anxious about their performance." Kafele, (B.K. 2015). Instructional Leadership. In The Principal 50: Critical Leadership Questions for Inspiring School Wide Excellence

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All faculty will be trained on how to access student testing history information from FOCUS in order to be able to identify their students' information and therefore be able to apply learned strategies appropriately.

Person Responsible	John Johnson (johnson.john@brevardschools.org)

Each month, faculty will be provided professional development utilizing a different evidence-based strategy they can implement in their lessons.

Person Responsible	Holli Zander (zander.holli@brevardschools.org)

Each administrator will conduct two classroom observations weekly and provide feedback to the teacher regarding the use of learned strategies, connection of standard-objective-lesson, and the use of formative assessments.

Person Responsible   Michael Gladden (gladdenjr.michael@brevardschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In 2022, 14% of Students with Disabilities were proficient in ELA in comparison to 13% in 2021, but 21% in 2019. This subgroup was below the 41% threshold and was the lowest or second lowest subgroup in all 10 school grade components in 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In 2023, 25% of Students with Disabilities will be proficient in ELA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students with Disabilities will have ELA grades monitored at two week intervals by assigned mentor.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will utilize a mentorship program to increase student proficiency.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to Mentoring.org, mentoring has significant positive effects on high levels of absenteeism and recurring behavior problems as well as increased overall student academic success.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students with Disabilities will be assigned a BAM (Bayside Achievement Mentorship) mentor. BAM consists of mentors that have been trained through Brevard Public Schools Mentoring Initiative.

Person Responsible   Jennifer Laham (laham.jennifer@brevardschools.org)

BAM mentors will meet with SWD mentees bi-weekly to review FOCUS academic data/progress and provide supports.

Person Responsible   Jennifer Laham (laham.jennifer@brevardschools.org)

BAM mentors will meet with SWD mentees bi-weekly to review FOCUS attendance data/progress and provide supports.

Person Responsible   Jennifer Laham (laham.jennifer@brevardschools.org)

Memtoring teachers and classroom teachers will collaborate within PLCs using data collected from formative assessments and progress monitoring specific to SWD.

Person Responsible   Jennifer Laham (laham.jennifer@brevardschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Bayside will create a positive culture and environment for students specifically by providing a diverse group of students with the opportunity to give their input on school matters through membership on the School Advisory Council as well as the "Student Voice" group. Students will meet with administration to problem solve issues on
campus in order to create a more positive school environment.

Administration will celebrate positive student achievement through a monthly recognition program. Teachers will nominate student selections who will then be voted on monthly. Selected students will be recognized through avenues of their choosing.

Faculty and staff have an opportunity for recognition through the "Brag on a Bear" program which provides an opportunity for BHS employees to write a positive note to a colleague which allows for recognition of their work. In addition, it affords them an opportunity to win a gift card at the following faculty meeting. Also, a monthly snack cart is filled with snacks and drinks and delivered to faculty and staff by administration as a "thank you" for their hard work and dedication.

According to the 2021-22 student attendance data, 25% of BHS students had attendance below 90%. Because of this as well as concerns regarding time in class as noted in the teacher Insight Survey, a student badge system has been implemented. This system allows faculty and administration to track students who check in and out of school as well as class, holding them more accountable. In addition we have clarified the process to identify students who are absent and what action steps will take place. This process incorporates the school parent liaison as a main point of contact.

In order to accommodate additional time for students to meet with teachers and counselors, provide a time for the required mental health lessons, get announcement information, and look at school email communications/grades, a homeroom period has been added to the schedule one day a week. During this homeroom time, adults will be able to build additional relationships with students, thereby improving school culture.

According to results from the Youth Truth survey, student's felt that teachers did not know about their lives outside of school. As a result, school coaches and sponsors are facilitating initiatives to get faculty and staff involved in after school events including having players/members invite faculty/staff members to games and performances. In addition, clubs/teams are providing free items like food or prizes for their attendance.

Parents expressed the best way to communicate information to them and provide feedback to the school was through email communications and survey links. As a result, BHS will continue to provide parents with

a monthly "Principal's Update" via email to include various survey links as a way to keep all families involved in school interests.

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

Jennifer Laham - School Advisory Council Chairperson
Holli Zander- Student Voice Coordinator
Tiffany Crews- Student Recognition Coordinator
Tiffany Crews- Brag on a Bear
Naim Torlak - Snack Cart
Naim Torlak - Student Pass System
John Johnson - Homeroom Coordinator
Brandon Sherrill - Faculty/Staff Student Relationships
Holli Zander - Principal's Update