



# School Improvement Plan SY 2018-19

## BAY POINT MIDDLE SCHOOL

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## Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



## A. Vision and Direction

### School Profile

<b>Principal:</b>	Dr. Jason Shedrick	<b>SAC Chair:</b>	Jennifer Griffith
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<b>School Vision</b>	The school vision for Bay Point Middle School is “One Sound, One Heartbeat Educating Students.”
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<b>School Mission</b>	The school mission for Bay Point Middle School is to Educate and Prepare Students for College, Career, and Life.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
988	41	570	88	41	245	3

<b>School Grade</b>	<b>2018</b> C	<b>2017</b> C	<b>2016</b> C	<b>Title I</b>	YES
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
<b>Proficiency All</b>	46	48	46	48	47	44	52	56	74	76		
<b>Learning Gains All</b>	49	50	50	48								
<b>Learning Gains L25%</b>	49	33	39	34								

### School Leadership Team

Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Jason	Shedrick	FT	4-10 years
Equity Champion	Aubrey	Amstutz	FT	1-3 years
ESE	Miranda	Scibbe	FT	1-3 years
Climate and Culture	Lara	McElveen	FT	4-10 years
Assistant Principal	Dennard	Bennett	FT	4-10 years
Assistant Principal	Samantha	Peifley	FT	4-10 years
Assistant Principal	Jason	Helbling	FT	1-3 years
Magnet Coordinator	Jennifer	Giuffre	FT	20+ years
<b>Total Instructional Staff:</b>	<b>71</b>		<b>Total Support Staff:</b>	<b>4</b>



## B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

**EXAMPLE THEORY OF ACTION:** If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

### 1. Priority 1: Standards-based instruction

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which focus on standards-based instruction , then the percent of all students proficient in math will increase from 46% to 56%.

### 2. Priority 2: Student-Centered Instruction with Rigor

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support student-centered instruction with rigor , then the percent of all students proficient in reading will increase from 46% to 56%. We will do this by creating structures to promote effective planning and developing a system to monitor the effectiveness of PLC, etc. We will also make adjustments as needed to ensure success.

### 3. Priority 3: Culturally Relevant Teaching

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students proficient in science will increase from 47% to 57%.



## C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> <li>• Training on Lesson Planning Resources,</li> <li>• Preconference</li> <li>• Weekly instructional reports,</li> <li>• Prep PLC agendas</li> <li>• Usage of walkthrough data to determine PD opportunities for instructional staff.</li> </ul>	Assistant Principal	SBLT/MTSS Team	2 <sup>nd</sup> Tuesday of each month	<ul style="list-style-type: none"> <li>• Lesson plans aligned to standards, with targets and performance scales,</li> <li>• Planned and completed student work requiring practice with complex text and its academic language</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
2.	Tier 3 Problem-solving Team	Priority 3	Monitor instructional implementation of cultural relevant strategies to increase student engagement.	<ul style="list-style-type: none"> <li>• Training on use of cultural relevant strategies</li> <li>• Provide ideas to teachers for engaging parents</li> </ul>	School Counselor	Tier 3 Problem solving team	3 <sup>rd</sup> Monday of each month	<ul style="list-style-type: none"> <li>• Cultural relevant strategies being used in the classroom</li> <li>• Parents are engaged in school activities</li> </ul>
3.	Equity Team	Priority 3	Monitor instructional implementation of cultural relevant strategies to bridge the gap between white students and black students.	<ul style="list-style-type: none"> <li>• Building capacity among principal, teachers, staff, and students in transforming school policies and practices</li> </ul>	Assistant Principal	Counselors, Teachers	3 <sup>rd</sup> Monday of each month	<ul style="list-style-type: none"> <li>• Cultural relevant strategies being used in the classroom</li> <li>• Black students and white students are treated the same by administrators and teaching staff.</li> </ul>
4.	Child Study Team	Priority 3	Provide support and strategies to teachers for managing at-risk students	<ul style="list-style-type: none"> <li>• Members of the Child Study Team will observe at-risk students in classrooms.</li> <li>• Child Study Team members report their findings to stakeholders</li> <li>• Attendance and</li> </ul>	Social Worker	Psychologist Counselors Assistant Principal	2 <sup>nd</sup> and 4 <sup>th</sup> Thursday of each month	<ul style="list-style-type: none"> <li>• At-risk students are present and participating in classroom activities.</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				disciplinary tracking.				
5.	Subject Area	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> <li>Walkthroughs are performed by administrators and instructional coaches</li> <li>Results of walkthroughs are communicated to subject area leaders.</li> </ul>	Subject area leaders	Instructional coaches and subject area teachers	3 <sup>rd</sup> Wednesday of each month	<ul style="list-style-type: none"> <li>Lesson plans aligned to standards, with targets and performance scales,</li> <li>Planned and completed student work requiring practice with complex text and its academic language</li> </ul>
6.	Literacy Leadership Team	All Priorities	The members of the literacy team support each other and their colleagues to resolve every day, routine literacy issues.	<ul style="list-style-type: none"> <li>Regular meetings will be held to discuss potential topics for the team to tackle.</li> <li>The team will meet with the principal to develop a plan to improve school literacy.</li> </ul>	ELA Department Head	Teachers, Support staff, Literacy Coach	4 <sup>th</sup> Monday of the Month	<ul style="list-style-type: none"> <li>Reading assessment data will improve because all subjects are teaching reading strategies.</li> </ul>
7.	PBIS Team	All Priorities	The members of the PBIS Team will develop school-wide behavioral expectations and a plan to implement	<ul style="list-style-type: none"> <li>Members and teacher will attend PBIS trainings</li> <li>Members will maintain</li> </ul>	PBIS Team Leader	PBIS Team Leader, teachers, staff members, administrators	4 <sup>th</sup> Monday of the month	<ul style="list-style-type: none"> <li>Reduction of the percentage of students suspended or assigned to ISS.</li> </ul>





# Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			using positive consequences.	communication within the team and within the entire faculty.				
8.	Family Engagement Team	All Priorities	Increase the number of families who volunteer and support student achievement.	<ul style="list-style-type: none"> <li>Family and Engagement trainings</li> <li>Communication with all stakeholders</li> </ul>	Family and Community coordinator	Administrators, teachers, parents, community members.	3 <sup>rd</sup> Monday of each Month	<ul style="list-style-type: none"> <li>Increase the number of parents and community members participating in school initiatives</li> </ul>



## Conditions for Learning

### Climate and Culture

#### DATA SOURCES TO REVIEW:

#### REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior shows that 2018 discipline referrals were processed for the 2017-2018 school year. We expect our performance level to be decrease by 10% for the 2018-2019 school year.
2. The problem/gap in behavior performance is occurring because due to students transitioning to the middle school environment.
3. If Bay Point Middle school utilizes strategies for engagement and understanding our students’ culture, the problem would be reduced by 10%, as evidenced by reducing the number of referrals processed from 2018 to 1818.
4. We will analyze and review our data for effective implementation of our strategies by reviewing discipline data as a leadership team.

#### 5. SMART GOAL:

EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. *(include data or research to validate your hypothesis.)*

The referral rate per capita of all students will decrease from 2.05 per student to 1.84 per student, as measured by referrals processed for the 2018-2019 school year.

#### 6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students. Administration and teachers to attend professional development that helps them understand our students’ culture.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

#### 7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	• Dr. Jason Shedrick	• 6/4/2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	• Dr. Jason Shedrick	• 6/4/2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	• Dr. Jason Shedrick	• 8/1/2018
<i>Conduct learning opportunities.</i>	• Samantha Peifley	• Monthly
<i>Monitor and support staff for implementation with fidelity.</i>	• Administrative Team	• Daily
<i>Review student and teacher data for trends and next steps.</i>	• Dennard Bennett	• Weekly



<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Jason Helbling</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**8. MONITORING:**

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

**9. PROFESSIONAL LEARNING:** *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional learning to teach staff about the critical components of PBIS and use of culturally responsive disciplinary practices.	Dr. Ivetha Witherspoon Kate Frederick	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional learning focusing on how to engage staff, students, and families to become partners within the learning community by encouraging communication.	Dr. Ivetha Witherspoon Kathe Frederick	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**B. Conditions for Learning: Attendance**

**REFLECTION (4-Step Problem-Solving):**

1. Our current attendance rate is 96.71% of students are present every day of the school year. We expect our performance level to be 98% by May 2019.
2. The problem/gap in attendance is occurring because some students are chronically absent from school.
3. If communication and incentives would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by having bi-monthly child study team meetings.

**5. SMART GOAL:**

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing more than 10% of school will decrease from 104 to 94, as measured by student attendance data.

**6. STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students.
- Strengthen the implementation of Tier 3 interventions to address and support the needs of students.

**7. ACTION STEPS:** *(Adapt and tailor the action steps to meet the needs of your school to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Child Study Team	Bi-monthly
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	SBLT Team	Monthly
<i>Develop and implement attendance incentive programs and competitions.</i>	PBIS	Monthly
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Administrators	Weekly
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Counselors	Bi-weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	MTSS	Monthly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Teachers	Daily

**8. MONITORING:**

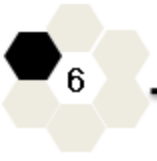
These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):  Priority 1  Priority 2  Priority 3

**9. PROFESSIONAL LEARNING:** *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Members of the Bi-Monthly Child Study Team will provide training to staff members on how to address issues with students who have missed 10% or more of school and look for trends of why students are not attending school.	Lattye Sullivan-Social Worker Parker-Critton-Social Worker Deanna Bovis-School Counselor Kendra Hunt-School Counselor	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



	Jason Helbling-Assistant Principal	
They will also work with teachers and administration to develop and implement interventions that target identified reasons/barriers to school attendance	Counselors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## Academic Goals

### *Instructions*

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

**REFLECTION:** Review your data, and work through the problem-solving and gap analysis processes.

**SMART GOALS:** Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

**STRATEGIES:** Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

**ACTION STEPS:** Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when it is occurring.

**MONITORING:** Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

**PROFESSIONAL LEARNING:** List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



## A. ELA/Reading Goal

### DATA SOURCES TO REVIEW:

### REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 46% of our students scored at the proficient level or above in ELA, as evidenced in the Spring 2018 Reading FSA.
2. We expect our performance level to be 56% of our students scoring at the proficient level or above in ELA by Spring 2019.
3. The problem/gap is occurring because students start the school year reading below their grade level.
4. If data driven instruction would occur, the problem would be reduced by 10%.

### 5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

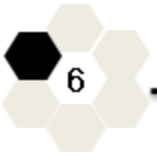
The percent of all students scoring at the proficient level or above in ELA will increase from 46% to 56%, as measured by the Reading FSA.

### 6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff practice to utilize questions to help students elaborate on content.

### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<ul style="list-style-type: none"> <li>Literacy coaches are embedded in English/Language Arts and reading classes for the purpose of implementing lessons inspired by the LAFS and differentiated for students based on data.</li> </ul>	Ivetha Witherspoon	Daily
<ul style="list-style-type: none"> <li>Administrators conduct walkthroughs for evidence of reading informational texts in content classrooms.</li> </ul>	Administrators	Daily
<ul style="list-style-type: none"> <li>Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement during core with students to support their success with complex text.</li> </ul>	Department Chairs	Monthly
<ul style="list-style-type: none"> <li>Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student generated topics of interest.</li> </ul>	ELA and Reading Teachers	Daily
<ul style="list-style-type: none"> <li>Principals and Assistant Principals supervising ELA/Reading department will attend PLC meetings.</li> </ul>	Administrators	Twice per week



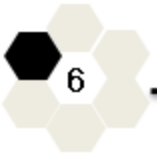
8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Writing across all curriculum areas	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Use of textual evidence across all curriculum areas	All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Close reading strategies	All teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





## B. Mathematics Goal

### DATA SOURCES TO REVIEW:

### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 46% of our students are proficient in Math, as evidenced in the 2018 Spring FSA.
2. We expect our performance level to increase to 56% of students being proficient in Math by Spring 2019.
3. The problem/gap is occurring because a large percentage of our students are below grade level in Math.
4. If data driven instruction would occur, the problem would be reduced by 10%.

### 5. SMART GOALS:

EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students proficient on the Math FSA will increase from 46% to 56%, as measured by Spring 2019 FSA.

### 6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Strengthen staff ability to engage students in complex tasks.

### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<ul style="list-style-type: none"> <li>• Mathematics teachers follow a common pacing calendar for focusing on the same MAFS.</li> </ul>	Math Teachers	Daily
<ul style="list-style-type: none"> <li>• Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods.</li> </ul>	Science Coach & Math Department Head	Weekly
<ul style="list-style-type: none"> <li>• Administrator visits classroom(s) and provides feedback to teacher(s) and math coach, and administrator and math coach collaborate to determine next steps.</li> </ul>	Administrators	Daily
<ul style="list-style-type: none"> <li>• Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards.</li> </ul>	Math Teachers	Monthly
<ul style="list-style-type: none"> <li>• Administrators will attend PLC meetings.</li> </ul>	Administrators	Weekly

### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3



**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Using assessment data to drive instruction	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Lesson planning as a team	All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Structures and Storms: Integrate literacy skills in math curriculum	Math teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

## C. Science Goal

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is that 47% of our 8<sup>th</sup> grade students are proficient in Science, as evidenced in the Science SSA .
2. We expect our performance level to be 53% proficient by Spring 2019.
3. The problem/gap is occurring because many students are reading below their grade level.
4. If teachers in all subject areas promote close reading and AVID not taking strategies, the problem would be reduced by 6%.

**5. SMART GOALS:**

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

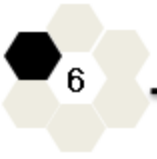
The percent of 8th grade students who are proficient on the Science SSA will increase from 47% to 53% as measured by the 2019 Spring Science SSA.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<ul style="list-style-type: none"> <li>• Site based administrators will visit science classroom(s) to monitor strategy implementation and provide feedback to teacher(s) and Science Coach.</li> </ul>	Administrators	Daily
<ul style="list-style-type: none"> <li>• Science teachers utilize the parallel teaching approach teaching Nature of Science throughout the year in labs.</li> </ul>	Dept Chair/Science Coach	Daily

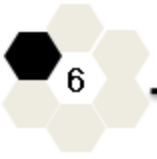


<ul style="list-style-type: none"> <li>Science teachers provide students with reading and writing strategies in response to science text.</li> </ul>	Science Teachers	Daily
<ul style="list-style-type: none"> <li>Teachers meet in PLC's at least once per month to review student data (including responses to tasks, formative assessment data, gap assessment data, and quarterly district assessment data) and plan text-dependent questions, close reading, and skill/strategy based lessons to implement with students to support their mastery of the science content and remediate areas of weakness.</li> </ul>	Dept Chair	Monthly
<ul style="list-style-type: none"> <li>Using Project Based Learning during the elaborate phase of the 5E instructional model, teachers will help students make real world content connections to make content meaningful.</li> </ul>	Science Teachers	Daily

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):  
 Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:** (*Outline the school-based opportunities that support this goal. Add rows as needed.*)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Literacy Strategies to be used across all subject areas	All teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
The Nature of Science	Science Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Physical Science	Science Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## D. Social Studies Goal

### DATA SOURCES TO REVIEW:

### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 46% of 7<sup>th</sup> grade students at our school are proficient in Civics, as evidenced in the 2018 Spring Civics EOC.
2. We expect our performance level to be 56% proficient by Spring 2019.
3. The problem/gap is occurring because students are not reading at their proper reading level. Our students need additional reading support across all subject areas..
4. If purposeful planning by teachers would occur, the problem would be reduced by 10%.

### 5. SMART GOALS:

EXAMPLE: The percent of all students achieving social studies proficiency will increase from 77% to 89%, as measured by FSA.

The percent of 7th grade students achieving social studies proficiency will increase from 46% to 56%, as measured by the 2019 Civics EOC.

### 6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Purposeful planning by teachers will be monitored by administration and measured quantitatively and qualitatively.	Administrators and Department chair	Daily
Social Studies teachers will continue to integrate LAFS for Literacy into the Social Studies content via documented based questions (DBQ) project materials. Professional Learning Communities will develop instructional strategies to increase social studies capacity across the curriculum.	Social Studies Teachers	Daily
Teachers will create cultural background opportunities to help students find intrinsic motivation factors that will allow them to become more engaged. This will be measured and monitored by administrative walkthroughs.	Social Studies Teachers	Daily
Provide collaborative and common planning opportunities for teachers as well as professional development around tracking. This will be monitored by the administrative review of lesson plans and the collection of meeting minutes.	Administrators and department chair.	Weekly

### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3



**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Preparing for Cultural Diversity	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Discovering Central Ideas in a text	All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Words in the Wild: Vocabulary Strategies	All teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

## E. Healthy Schools Goal

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is that we have completed 5 out of 6 modules for the Alliance for a Healthier Generations Healthy School, as evidenced in the Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.
2. We expect our performance level to be completion of 6 out of 6 modules by May 2019.
3. The problem/gap is occurring because participants have transferred to other schools.
4. If we start the program earlier in the year, the problem would be reduced and we can complete all modules.

**5. SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students participating in the program will increase from 75% to 85%, as measured by the program assessment modules.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Strengthen staff ability to engage students to participate in this program.
- Choose Strategy
- Choose Strategy

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
For 2018-19, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2018.	Healthy School Team	10/3/2018
Target for 2018-19, is to become eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	Healthy School Team	10/3/2018-4/1/2019



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**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1   
  Priority 2   
  Priority 3

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Creating a Healthy School Using the Healthy School Report Card	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
School wellness	All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Physical Activity at School	All teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

## F. Academic Intervention Goal

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 1% of 6<sup>th</sup> graders, 6% of 7<sup>th</sup> graders, and 11% of 8<sup>th</sup> graders exhibit two or more early warning indicators, as evidenced in the 2017-2018 school year.
2. We expect our performance level to be 0% of 6<sup>th</sup> graders, 5% of 7<sup>th</sup> graders, and 10% of 8<sup>th</sup> graders will exhibit two or more early warning indicators by the end of the 2018-2019 school year.
3. The problem/gap is occurring due to the achievement gap.
4. If Bay Point Middle utilizes data driven instruction and provide differentiation, the problem would be reduced by 1%.

**5. SMART GOALS:**

EXAMPLE: The percent of all students demonstrating in Level I ELA proficiency will decrease from 10% to 5%, as measured by FSA.

The percent of all students who exhibit two or more early warning indicators will decrease from 1% of 6<sup>th</sup> graders, 6% of 7<sup>th</sup> graders, and 11% of 8<sup>th</sup> graders to 0% of 6<sup>th</sup> graders, 5% of 7<sup>th</sup> graders, and 10% of 8<sup>th</sup> graders, as measured by student achievement data.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.  
 Enhance staff capacity to support students through purposeful activation and transfer strategies.

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT	WHO	WHEN
are you doing to implement these strategies?	is leading this step?	is it occurring?



Actively monitor student progress using FOCUS data for student progress reports, parent update calls, MTSS leadership, SBLT, LLT, department heads and PLC will all actively collaborate, analyze student data and incorporate proactive instructional strategies to aid in student academic growth.	Assistant Principal Counselors Department Chairs	Daily
Increase number of students in ELP and after and before school tutoring. Employ AVID strategies and the Marzano framework.	Counselors Teachers	Daily

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Implementing Response to Intervention	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Progress monitoring	All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Culturally Responsive Response to Intervention	All teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

## G. Career- and College -Readiness

### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem-Solving):

- Our current level of performance is 90% of Career and Technical Education students passed CTE exams, as evidenced in state and district assessments.
- We expect our performance level to be a 5% increase of students who pass the CTE exams by May 2019.
- The problem/gap is occurring because of student attendance.
- If student attendance improves, the problem would be reduced by 5% and BPMS will improve its passing rate on CTE Exams.

#### 5. SMART GOALS:

EXAMPLE: The percent of all students earning credit for acceleration coursework will increase from 77% to 89%, as measured by qualifying scores course credit scores and/or industry certifications earned.

The percent of all students taking Career and Technical Education Exams will increase from 90% to 95%, as measured by state and district assessments.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Enhance access to opportunities for students to engage in advanced/acceleration coursework.



- Strengthen implementation of career academies to support student engagement, learning and project-based instruction.
- Strengthen teacher implementation of rigorous instructional practices.

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Students will use on-line resources to increase chances of passing the exam.	Lara McElveen, CTE Teacher	Daily
Professional Learning Communities will develop instructional strategies to increase CTE capacity across the curriculum.	Cheryl Pyles, CTE Teacher	Monthly
Students will participate in after or before school tutoring for exam preparation.	Lara McElveen, CTE Teacher	Daily

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Infusing career and college readiness into the core curriculum	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Integrating career and college readiness into literacy	All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Aligning career and college readiness with civics education	All teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

## H. STEM

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 35% of BPMS students participate in STEM related activities, as evidenced in classroom data, STEM science fair student participation through the use of sign in data.
2. We expect our performance level to be 45% by May 2019.
3. The problem/gap is occurring because many students are not able to stay after school to participate.
4. If we provide more STEM opportunities, the problem would be reduced by 10%.

**5. SMART GOALS:**

EXAMPLE: The percent of all students participating in STEM academy activities will increase from 77% to 89%, as measured by school based data.





The percent of all students who participate in STEM related activities will increase from 35% to 45%, as measured by classroom data and use of sign in sheets.

**6. STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

**7. ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase available opportunities for recruitment of STEM club activities and community exposure.	Jennifer Guiffre, Magnet Coordinator	Monthly
Recruit more students to participate in more hands on activities through the Project Lead the Way elective.	Brian Walters, Project Lead the way teacher	Daily
Teachers will include more hands on labs in their classroom lesson plans.	Science Teachers	Daily

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

**9. PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Best practices for STEM classes	Science & Math teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Integrating STEM in core curriculum	All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Integrating project-based learning in core curriculum	All teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

## Subgroups

### A. Bridging the Gap with Equity for All: Black Students

**DATA SOURCES TO REVIEW:**

**REFLECTION:**

1. Our current level of performance is 48% of black students are proficient in Reading and 48% are proficient in Math, as evidenced in the FSA Assessment.
2. We expect our performance level to be 58% proficient by May 2019.
3. The gap is occurring because students are working at or below grade level.



4. If Bay Point Middle School utilizes specific actions to bridge the gap , the problem would be reduced by 10%.

**5. SMART GOALS:**

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students who are proficient in reading and math will increase from 48% to 58%, as measured by the FSA Assessment.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input type="checkbox"/> Ensure equitable representation of black learners in school awards/recognition ceremonies.	<ul style="list-style-type: none"> <li>Engagement and achievement will improve for black students.</li> </ul>
Student Achievement	<input type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.  <input type="checkbox"/> Analyze student data to celebrate strengths and keep focus on improvement. Data will be used to design lessons and create lesson plans.	<ul style="list-style-type: none"> <li>Bay Point Middle School will measure success using formal and informal assessments, Gap Assessment, EOC, FSA, FOCUS, Cycle Assessment, Performance Matters, observational data, progress reports, report cards, PLC, department head MTSS and Leadership feedback data.</li> </ul>
Advanced Coursework	<input type="checkbox"/> Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners. <input type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Partner with families to monitor usage of digital resources that are provided beyond the school day.	<ul style="list-style-type: none"> <li>Bay Point Middle School will see an increase 20% of students taking advanced courses and students who participate in STEM activities.</li> </ul>
Student Discipline	<input type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation.	<ul style="list-style-type: none"> <li>Bay Point Middle School will see a 20% decrease of Out of School and In School Suspensions.</li> </ul>
ESE Identification	<input type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input checked="" type="checkbox"/> Support for existing ESE staff-PD could be referenced as a ket action to support ESE students.	<ul style="list-style-type: none"> <li>Bay Point Middle School will identify black students for ESE and will ensure that black students are not over-identified.</li> </ul>
Minority Hiring	<input type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants.	<ul style="list-style-type: none"> <li>Bay Point Middle school will ensure that its staff is diverse</li> </ul>



	<input type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences.	with representation of black teachers who understand the culture and challenges of black students.
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7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):  Priority 1     Priority 2     Priority 3

8. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure that black students are participating in extended learning opportunities and enrichment before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources.	Administrators	Daily
Family engagement efforts are streamlined to be result-oriented (linked to learning) by confirming that parents/families learn new tips or tools to support their child's learning at home, practice new skills or strategies to support learning, and share knowledge about their child with the teachers to help them better support their child.	Administrators	Monthly
Teachers will create cultural background opportunities to help students find intrinsic motivation factors that will allow them to become more engaged.	Instructional Staff	Daily

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide targeted professional development for teachers on culturally responsive strategies to increase engagement in rigorous instruction for minority learners and increase the percentage of proficient students.	Instructional Coaches	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Understanding and capitalizing on students' culture, abilities, resilience, and effort	Instructional Coaches	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Effective strategies to instruct diverse learners	Instructional Coaches	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## B. ESE (As appropriate, based on school data)

### DATA SOURCES TO REVIEW:

### REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 9.4% of the students at Bay Point who have achieved a 3 or higher in math and reading, as evidenced in FSA Assessment data.
2. We expect our performance level to be 10% increase of ESE students who score level 3 or higher in Math and ELA Reading by spring 2019.
3. The problem/gap is occurring because students are below grade level in math and reading at the beginning of the school year.
4. If data driven instruction occurs, the problem would be reduced by 10%.

### 5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students who score level 3 or higher in math and reading will increase from 9.4% to 20%, as measured by FSA assessment data.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

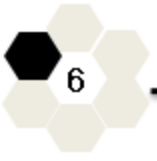
### 1. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Student learning styles and needs will be considered in lesson planning.	ESE VE Specialist	Weekly
The staff will be trained in appropriate instructional strategies.	Instructional coaches	Weekly
All teachers will participate in the coaching and modeling of effective instructional strategies process.	Instructional coaches	Weekly

### 2. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

### 3. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*



Professional Learning Description	Participants (number and job titles)	Priority Alignment
Using technology for differentiation	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Positive behavior strategies for ESE students	All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Assessment and evaluation for students with disabilities	All teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

## C. ELL (As appropriate, based on school data)

**DATA SOURCES TO REVIEW:** ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Click or tap here to enter text., as evidenced in Click or tap here to enter text..
2. We expect our performance level to increase the Access for ELLs Assessment scores for ELL students in the areas of Listening/Speaking by 3%, in Reading by 5%, and in Writing by 5%.
3. The problem/gap is occurring because there is considerable state-level variation in the percentage of ELL students achieving at the “basic or above” levels.
4. If all those with a stake in the academic success of ELL students improve efforts to achieve greater equity of results, the problem would be reduced by 5% across all areas.

### 5. SMART GOALS:

EXAMPLE: The percent of ELL students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ELL students taking the Access for ELLs Assessment will increase from Click or tap here to enter text. to Click or tap here to enter text., as measured by Click or tap here to enter text..

6. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for English learners and are in addition to the strategies and actions articulated with the content specific goals.)

- Strengthen school processes for engaging ELL students and families through meaningful communication.
- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

7. **ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Focus on the developmental nature of language learning within grade-level curriculum.	ELL Resource Teacher	Weekly
Increase the number of ELL students in rigorous coursework.	School Counselors	Quarterly
Teachers will create cultural background opportunities to help students find intrinsic motivation factors that will allow them to become more engaged.	All Teachers	Daily



## 8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):  Priority 1  Priority 2  Priority 3

## 9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Coaching and modeling of effective instructional strategies process.	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Creating cultural background opportunities for students to increase engagement.	All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Functional skills for ELL reading	All teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>Bay Point Middle School will advertise on social media using Facebook, and Twitter inviting parents to participate in Title 1 programs. Bay Point Middle School will also invite parents to participate by posting it on the electronic sign in front of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Jennifer Giuffre</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>The school will provide families academic tools such as online resources for classes, Focus access to track grades, and methods of communication to work with families at home.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>The school will also provide many opportunities throughout the year to have meetings with community stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>The process by which our school increases community involvement includes clear communication with the community. This includes</li> </ul>	<ul style="list-style-type: none"> <li>Romeka Ogelsbee</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>



	celebrating achievement of students by using data displayed on our school marquee, Connect Ed messages, email dissemination, and newsletters.		
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### 5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Fostering Strong School-Family Bonds	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Communicating Effectively with Parents	All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

### SAC Membership

First Name	Last Name	Race	Stakeholder Group
Susan	Ajoc	White	Business/Community
Lisa	Brody	White	Parent
Kathy	Crow	White	Parent
Jennifer	Griffith	White	Parent
Tonya	Hunter-Kittles	Black	Support Employee
Dennard	Bennett	Black	Principal
Jason	Shedrick	Black	Principal
Jason	Helbling	White	Principal

### SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes     No, the steps being taken to meet compliance are (describe below):

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

Yes, Committee Approval Date: Click or tap to enter a date.     No



## BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource. *Budgeted amounts are approximations.*

Budget Categories		Amount
<b>1. Academic Support</b>		<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>2. Behavioral Support</b>		<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>3. Materials and Supplies</b>		<b>\$ [Insert amount for category]</b>
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
<b>4. Employee Expenses (i.e., travel, registration fees, etc.)</b>		<b>\$ [Insert amount for category]</b>
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>		<b>\$ [Insert amount for category]</b>
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
<b>6. Other (please list below)</b>		<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ [Insert total estimated SIP Budget]</b>		