District Goal	School Goal	DOE School Improvement Plan 2013-14	Data & Information Sources	AdvancED
		Vision One Sound One Heartbeat	Narrative	Standard 1-1.1, 1.2: Purpose
		Mission Our mission is to provide a professional learning community that sustains school wide improvements, promotes academic excellence and character development, and fosters a safe and caring environment to adequately prepare students to be productive citizens in school and beyond.	Narrative	Standard 1-1.2: Purpose
		Values Be Respectful Be responsible Be Safe Bay Point Middle School values focus on a three-tier model. The three tiers include Being Respectful, Responsible, and Safe throughout the campus. Examples and non-examples of each value are posted in and around the campus for students, teachers, and parents.	Narrative	Standard 1-1.3: Purpose
		Part I: Current School Status		
		A. School Information		
		1. *School-Level Information*		
		☐ School **Bay Point Middle School**	DW	
		☐ Principal's name **Mr. Jason Shedrick**		
		☐ School Advisory Council chair's name ==Kathy Crow==	NO	
		2. *District-Level Information*		
		☐ District	DW	

		Pinellas County		
		☐ Superintendent's name	Name	
		Michael A. Grego Ed.D.		
		☐ Date of school board approval of SIP	Narrative	
		September 24, 2013		
		B. School Advisory Council (SAC)		
		1. Describe the involvement of the SAC in the development of this school improvement plan.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
		SAC will review, make and necessary changes, suggestions and modifications ……approval requested.		
		2. Describe the activities of the SAC for the upcoming school year.	Narrative	
		Family Movie Night		
		3. Describe the projected use of school improvement funds and include the amount allocated to each project.	Narrative	
		Funding TBD		
		4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below.	Narrative	
		Yes, we are in compliance. No, we are not in compliance. **NO as of August 2013**	Narrative	
		5. If no, describe the measures being taken to comply with SAC requirements. 1. **Message sent to all Bay Point Middle School Families via School Messenger Announcements requesting participation.**	Narrative	

		2. Request for family participation via email, website, Twitter, Facebook, flyers, school marquee and newsletter		
		1. *Administrators*	Data elements exist but job types too generic	Executive Summary: Section 1
		For each of your school's administrators (principal and all assistant principals), complete the following fields	Data elements exist but job types too generic	Executive Summary: Section 1
		a) Name	Data elements exist but job types too generic	Executive Summary: Section 1
		1. Mr. Jason Shedrick-Principal **2. Ms. Samantha Peifley-AP** **3. Mr. Dennard Bennett-AP** **4. Mrs. LaSonya Moore-AP**		
		b) Credentials (degrees and certifications)	Data elements exist but job types too generic	Executive Summary: Section 1

		1. **Mr. Jason Shedrick-Principal**
		   Master's Ed. Leadership
		2. **Ms. Samantha Peifley-AP**
		   BA/Psychology
		   MS/Ed Leadership
		3. **Mr. Dennard Bennett-AP**
		   BS, MS/ Ed. Ldrs & Math (Grades 5-9)
		4. **Mrs. LaSonya Moore-AP**
		   Master's Degree in Educational Leadership from University of South Florida with ESOL Certification
		   Bachelor's of Science Degree in Varying Exceptionalities from University of South Florida
		   Certified in grades K-12, Varying Exceptionalities, and Educational Leadership K-12		

		c) Number of years as an administrator	Data elements exist but job types too generic	Executive Summary: Section 1
		1. Mr. Jason Shedrick- 6 **2. Ms. Samantha Peifley-4** **3. Mr. Dennard Bennett-14** **4. Mrs. LaSonya Moore-7**		

		d) Number of years at the current school;	Data elements exist but job types too generic	Executive Summary: Section 1
		1. Mr. Jason Shedrick- 1.5 years **2. Ms. Samantha Peifley-2 years** **3. Mr. Dennard Bennett-5 years** **4. Mrs. LaSonya Moore-0 years**		
		e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	From Summary Data File in DW	
		1. Mr. Jason Shedrick- 1.5 years **School: Bay Point Middle School** **2013 School Grade: C** **Points earned 2013: 496** **2012 School Grade: D** **Points Earned 2012: 453** **Reading Percentage satisfactory or higher: 43** **Math Percentage satisfactory or higher: 40** **Writing Percentage satisfactory or higher: 43** **Science Score Satisfactory or higher: 34** **Reading Gains (Points): 58** **Math Gains (Points): 62** **Reading Gains for lowest 25%: 63** **Math Gains for lowest 25%: 61** **Middle School Acceleration Participation Points: 46** **Middle School Acceleration Performance Points: 46** **Additional Points Needed for an "A" : 94** **Additional Points Needed for a "B": 64** **Additional Points Needed for a "C": -6** **Additional Points Needed for a "D": -51**		

		2. **Ms. Samantha Peifley-2 years** **School: Bay Point Middle School** **2013 School Grade: C** **Points earned 2013: 496** **2012 School Grade: D** **Points Earned 2012: 453** **Reading Percentage satisfactory or higher: 43** **Math Percentage satisfactory or higher: 40** **Writing Percentage satisfactory or higher: 43** **Science Score Satisfactory or higher: 34** **Reading Gains (Points): 58** **Math Gains (Points): 62** **Reading Gains for lowest 25%: 63** **Math Gains for lowest 25%: 61** **Middle School Acceleration Participation Points: 46** **Middle School Acceleration Performance Points: 46** **Additional Points Needed for an "A" : 94** **Additional Points Needed for a "B": 64** **Additional Points Needed for a "C": -6** **Additional Points Needed for a "D": -51** 3. **Mr. Dennard Bennett-5 years** **School: Bay Point Middle School** **2013 School Grade: C** **Points earned 2013: 496** **2012 School Grade: D** **Points Earned 2012: 453** **Reading Percentage satisfactory or higher: 43** **Math Percentage satisfactory or higher: 40** **Writing Percentage satisfactory or higher: 43** **Science Score Satisfactory or higher: 34** **Reading Gains (Points): 58** **Math Gains (Points): 62** **Reading Gains for lowest 25%: 63**		

		Math Gains for lowest 25%: 61 **Middle School Acceleration Participation Points: 46** **Middle School Acceleration Performance Points: 46** **Additional Points Needed for an "A" : 94** **Additional Points Needed for a "B": 64** **Additional Points Needed for a "C": -6** **Additional Points Needed for a "D": -51** 4. **Mrs. LaSonya Moore-0 years** **School: Oak Grove Middle School** **2013 School Grade: B** **Points earned 2013: 573** **2012 School Grade: C** **Points Earned 2012: 533** **Reading Percentage satisfactory or higher: 54** **Math Percentage satisfactory or higher: 54** **Writing Percentage satisfactory or higher: 58** **Science Score Satisfactory or higher: 46** **Reading Gains (Points): 69** **Math Gains (Points): 73** **Reading Gains for lowest 25%: 70** **Math Gains for lowest 25%: 74** **Middle School Acceleration Participation Points: 26** **Middle School Acceleration Performance Points: 49** **Additional Points Needed for an "A" : 17** **Additional Points Needed for a "B": -13** **Additional Points Needed for a "C": -83** **Additional Points Needed for a "D": -128**		
		2. *Instructional Coaches*	Data elements exist but job types too generic	Executive Summary: Section 1
		For each of your school's instructional coaches, complete the following fields	Data elements exist but job types too generic	Executive Summary: Section 1
		a) **Name** 1. **Aubrey Amstutz**	Data elements exist but job types too generic	Executive Summary: Section 1

		2. **Jennifer Giuffre** 3. **Jacqueline Hurley** 4. **Kevin Haugabrook**		

		b) Subject area
		   1. **Curriculum Specialist**
		   2. **Magnet Coordinator/Technology Specialist**
		   3. **Reading/Literacy Coach**
		   4. **Math Coach**
				Executive Summary: Section 1

		c) **Credentials (degrees and certifications)**
		   1. **BA in Social Sciences & English, Grades 5-9 Social Sciences Certification.**
		   2. **BA Mathematics Education, M. Ed Curriculum & Instruction**
		   3. **BA in Linguistics, BA in Spanish, MA in Applied Linguistics/TESOL, EdD in Instructional Leadership, Certified in English 6-12, Certified in Educational Leadership, Reading Endorsed, ESOL Endorsed**
		   4. **BS Mathematics, USF, Math certification 6-12**
			Data elements exist but job types too generic	Executive Summary: Section 1

		d) Number of years as an instructional coach
		   1. **3**
		   2. **12**
		   3. **0**
		   4. **1**
			Data elements exist but job types too generic	Executive Summary: Section 1

		e) Number of years at current school
		   1. **7**
		   2. **18**
		   3. **0**
		   4. **0**
			Data elements exist but job types too generic	Executive Summary: Section 1

		f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	From Summary Data File in DW	
		g) Full-time or Part-time	No data element	Executive Summary: Section 1
		h) School-based or District-based	No data element	Executive Summary: Section 1
		3. *Instructional Staff*		Executive Summary: Section 1
		a) # of instructional employees	DW	Executive Summary: Section 1
		82		
		b) % receiving effective rating or higher		
	TBA	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		Executive Summary: Section 1
	TBA	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.		Executive Summary: Section 1
		e) % ESOL endorsed	DW	Executive Summary: Section 1
		15.9%		
		f) % reading endorsed	DW	Executive Summary: Section 1
		19.5%		
		g) % with advanced degrees	DW	Executive Summary: Section 1
		29.3%		
		h) % National Board Certified	DW	Executive Summary: Section 1
		2.4%		
		i) % first-year teachers	DW	Executive Summary: Section 1

		12=14.6%		
		j) % with 1-5 years of experience	DW	Executive Summary: Section 1
		31 = 37.8%		
		k) % with 6-14 years of experience	DW	Executive Summary: Section 1
		23 = 28.0%		
		l) % with 15 or more years of experience	DW	Executive Summary: Section 1
		16 = 19.5%		
		4. *Paraprofessionals*		Executive Summary: Section 1
		a) # of paraprofessionals **10**		Executive Summary: Section 1
		b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) **100%**		Executive Summary: Section 1
		5. *Teacher Recruitment and Retention Strategies*		
		a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. **Description of Strategy - Person Responsible - Projected Completion Date:** **1. New Teacher Observation of Highly Effective Classrooms, Administrators/Mentors, 1st Semester** **2. Twice monthly new teacher support meetings, Lead Mentor/Mentors, Year long** **3. Common Planning, RtI Coordinator, Year long** **4. New Teacher Support Flash Drives, Assistant Principal, 1st month of school**	Narrative	Standard 2: Governance and Leadership

		6. *Teacher Mentoring Program/Plan*		
		a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

1. **Renee O'Brien (Language Arts): Jessica Snell – Lang Arts,**

2. **Natalie Briggs (Math): Aleksandra Mitrovic – MSAP Math, Mauricio Escobar – Spanish, Bethany Hastings – 8th Grade Math (Spanish teacher was placed with teacher due to room lactation and accessibility)**

3. **Donna Anahata (ESE/Reading): Kimberly Brothers - 8th Grade ESE-EBD, Candice Rock, Hazetta Hopkins-Jones – ESE Coteacher, Melody Ables – ESE Coteacher, Tami Jones – Reading**

4. **Aubrey Amstutz (RtI Coordinator): Sarah Swoch – 7th Grade Science, Magda Baksh – 8th Grade Science (Teacher was paired due to accessibility)**

5. **Jennifer Giuffre (Magnet Coordinator/Technology): Kendra Hunt – 8th Grade Guidance Counselor**

6. **Meghan Wood (Social Studies): Virginia Cemberci – Social Studies,**

		7. **Lara McElveen (Technology): Cheryl Lewis – Computers** 8. **Latrese Fintak (Read 180/Reading): Lisa Lefkowitz – 6th Grade Read 180**		
		D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
		1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
		The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan as per the following: **-Facilitator – generates agenda and leads team discussions** **-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data** **-Technology Specialist – brokers technology necessary to manage and display data** **-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access** **-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda** **Meeting time:**		

		The School Based Instructional Leadership Team meets on a weekly basis to also include the School Based Response to Intervention Team. **The school based Tier I leadership team reviews and screens data to identify struggling students through FAIR testing and Florida DOE differentiated accountability assessments. The team reviews progress monitoring data by grade level, teacher and subject areas to identify students who are at moderate to high risk for not meeting benchmarks and learning expectations.** **The school based RtI Leadership Team will collaborate regularly, problem solve, share effective practices, evaluate implementation ofinitiatives, made decisions and continue to increase the awareness of effective instructional practices through on-going faculty meetings.** **The school based RtI Leadership Team is involved in the development and implementation of the school improvement plan by providing the SIP writing team with their recommendations of establishing FCAT reading, Writing, and Math supports.**		
		2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP	Narrative	Standard 2-2.4: Governance and Leadership
		Principal: Jason Shedrick, **Administrator: LaSonya Moore,** **Administrative Mentor: Joann Andrews,** **Magnet Coordinator: Jennifer Giuffre,** **Curriculum Specialist Aubrey Amstutz,**		

		Behavior Specialist: Anna Grieb,		
		School Psychologist: Mary Whitlow		
		Social Worker: Margaret Clark,		
		Guidance: Kendra Hunt, Deanna Bovis, Sarah Douglas,		
		Teacher(s): Lincoln Yates and Tabitha Shorter		
		Reading/Literacy Coach: Jacqueline Hurley		
		Math Instructional Coach: Kevin Haugabrook		
		-Facilitator – generates agenda and leads team discussions		
		-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data		
		-Technology Specialist – brokers technology necessary to manage and display data		
		-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access		
		-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda		
		Meeting time: Every Tuesday at 10:30 am.		
		3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.	Narrative	Standard 2-2.3,2.4: Governance and Leadership
		The School based Leadership Team meets weekly to discuss, review and analyze student and school wide data to determine the		

		effectiveness for the schools wide and individual interventions in an effort to PDSA future steps. 1. **Weekly team meeting to review and analyze student intervention data** 2. **Ongoing observation reviews** 3. **Administrative walk-thrus for fidelity checks as it relates to MTSS and SIP** 4. **Work with staff, students, parents, and the district to secure resources and support of identified initiatives.**		
		4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance). **The Technology Specialist and Literacy Coach have been assigned the role of data management, and they will compile the data periodically throughout the year for the team to review and assess all students' progress towards academic/behavioral success. This will be done in the early Fall, the beginning of 2nd semester, and at the end of the school year. Data will be disaggregated then shared with school staff for use in driving instruction and student improvement.** 1. **EDS** 2. **Portal** 3. **Data Warehouse** 4. **PMRN** 5. **GLENCO** **Tier 1**	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement

		Reading - FAIR 1-3 / Course Monitoring **Mathematics - Common Assessments** **Writing - Common Assessments** **Science - Common Assessments** **Behavior - Falcons/School-wide Positive Behavior Intervention Incentive Program**		
		5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. **Professional Development will be provided to teachers during pre-school, common planning time and embedded within the professional learning community meetings.** **The staff will be trained regarding the RtI process throughout the school year using a variety of methods, including but not limited to whole staff Professional Learning Communities (PLC's), grade level PLC's and Moodle. Members from the RtI Leadership Team will attend county level trainings, and will bring the information back to the school to share with other team members as well as the entire staff.** **In addition, MTSS/RTI Team will facilitate school-wide monthly trainings on the Mutli-tiered System of Supports.** **The RtI processes will be cycled into the monthly faculty meetings and be reported from the Instructional Leadership team via the principal.** **Ongoing collegial conversation to support and implement Positive Behavior Intervention Plans (PBIP) with fidelity as it relates to student interventions and the data collection process.** 1. **Initial Pre-School Training** 2. **Subject Data Room Planning** 3. **Grade-level Data Room Planning** 4. **Cross-Teaming Data Planning**	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
		E. Increased Learning Time/Extended Learning Opportunities	Narrative	

		Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
		Bay Point implements multiple after school hands-on learning programs that are developed and implemented through collegial conversations and planning processes. Teachers meet to discuss individual student and school-wide needs before and after school in an effort to incorporate new research based strategies 1. **On-line Moodle Course Recovery (ELP Budget)** 2. **Block Scheduling** 3. **Saturday Success Clubs (Science & Chemistry)** 4. **Saturday Skill Builders (Saturday School) (ELP Budget)** 5. **Summer Bridge** 6. **After-school Programs (Civics, Cooper Sun, and Di Vinci Club)** 7. **Extended Compensated Common Planning** 8. **Extended Compensated Tutoring (Before and After School)** 9. How is data collected and analyzed to determine the effectiveness of this strategy? **1. Common Assessments** **2. Observation** **3. On-line** Who will be responsible for monitoring implementation of this strategy? **1. Administration and Instructional Faculty Members**		

		F. Literacy Leadership Team (LLT)	Narrative	
		1. Identify the names and positions titles of the members of your school-based LLT.	Narrative	Executive Summary: Section 1
		Principal: Jason Shedrick **Assistant Principal: Samantha Peifley** **Literacy Coach: Jacqueline Hurley** **Curriculum Specialist: Aubrey Amstutz** **Teachers: Lincoln Yates (LA Department Chair), Morgan Darity, Andrew Sherman, Caroline Heuermann, Latrese Fintak, Krista Wick**		
		2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). **The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms.** **• The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.** **• Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.** **Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:** • **Support for text complexity** • **Support for instructional skills to improve reading comprehension** • **Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons** • **Providing scaffolding that does not preempt or replace text**	Narrative	Executive Summary: Section 1

		reading by students • **Developing and asking text dependent questions from a range of question types** • **Emphasizing students supporting their answers based upon evidence from the text** • **Providing extensive research and writing opportunities (claims and evidence)** • **Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).** **The district will provide training and tools for Literacy Leadership Teams.**		
		3. What will be the major initiatives of the LLT this year? **Support for text complexity** • **Support for instructional skills to improve reading comprehension** • **Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects** • **Close Reading and the Comprehension Instruction Sequence implementation across curriculum** • **Instructional Shift toward incorporation of more complex informational text** • **Interactive Word Wall implementation in all class rooms** • **Vocabulary strategies utilized in all class rooms** • **Writing in response to Reading** • **Inquiry-based instruction – Text Based and student generated questioning, Use of Collaborative structures, graphic organizers, and reading across all subject areas.**	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
		G. Every Teacher Contributes to Reading Improvement		

		This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
		1. Describe how the school ensures every teacher contributes to the reading improvement of every student. **The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms.** **The school Literacy Team will assists in the development and implementation of classroom literacy strategies such as:** **1. Teachers will utilize the gradual release model of instruction,** **2. Interactive word walls,** **3. Vocabulary strategies instruction,** **4. Close Reading,** **5. Comprehension Instruction Sequence** **6. Text Marking,** **7. Differentiation of reading materials** **8. Activities as well as providing scaffolding to ensure academic growth** **Strategies for follow-up monitoring and fidelity include classroom walk-throughs, formal, and informal observation** **The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms.** **• The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.** **• Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.**	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

		H. Preschool Transition		
		This section is required for schools with grades K-2.		
	N/A	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
		I. College and Career Readiness		
		This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
		1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? **The school offers a section of the AVID elective course in each grade level. The course progresses through organization of materials and responsibilities, note-taking, collaborative inquiry for problem solving (all subjects), cultural and college awareness through close reading and performance projects, and public speaking experiences. The course promotes a college/career driven culture through exposure to college tutors and guest speakers.** • **STEM Club** • **BWET Club** • **Chemistry Club**	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
		2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful? **Faculty is developing curriculum activities guided by the Common Core English Language Arts College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language Development (vocabulary).**	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems

	N/A	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement
		Part II: Expected Improvements		
		For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
		A. Area 1: Reading		
		a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
		☐ Students scoring at Achievement Level 3	DW	Assessment Matrix
		Total Student Count 967, 239 Students Proficient Level 3, 24.7%		
		☐ Students scoring at or above Achievement Level 4	DW	Assessment Matrix
		Total Student Count 967, 174 Students Proficient Level 4+, 18.0%		
		b) Florida Alternate Assessment (FAA)		Assessment Matrix
		☐ Students scoring at Levels 4, 5, and 6	DW	Assessment Matrix
		Total Student Count 27, 13 Students Scoring 4,5,6, 48.1%		
		☐ Students scoring at or above Level 7	DW	Assessment Matrix
		Total Student Count 27, 9 Students Scoring Level 7+, 33.3%		
		c) Learning Gains		
		☐ Students making learning gains (FCAT 2.0 and FAA)	DW FCAT 2.0 only	Assessment Matrix
		FCAT 2.0: Total Student Count 967, 505 Students Making Learning Gains, 52.2% **FAA: Total Student Count 27, 5 Students Making Learning Gains, 18.5%**		
		☐Students in lowest 25% making learning gains (FCAT 2.0) **Reading Gains for lowest 25%: 63** **Math Gains for lowest 25%: 61**	DW	Assessment Matrix

		d) Comprehensive English Language Learning Assessment (CELLA)		
	N/A	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	DW	Assessment Matrix
		Not Enough Students to Report		
	N/A	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	DW	Assessment Matrix
		Not Enough Students to Report		
		☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DW	Assessment Matrix
		Total Student Count 7, 1 Student Scoring Proficient in Writing, 14.3%		
		e) Annual Measurable Objectives (AMOs)		
		☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DW FCAT 2.0 only	Assessment Matrix
		<u>**Test: FCAT2**</u> <u>**Subject: Reading**</u> **Ethnicity:** Asian, **Total Student Count:** 28, **Number of Students Proficient Level 3**+: 24 = 85.7% **Ethnicity:** Black or African American, **Total Student Count:** 604, **Number of Students Proficient Level 3**+: 160 = 26.5% **Ethnicity:** Hispanics of any race, **Total Student Count:** 67, **Number of Students Proficient Level 3**+: 44 = 65.7% **Ethnicity:** Two or more races, **Total Student Count:** 53, **Number of Students Proficient Level 3**+: 34 = 64.2% **Ethnicity:** White, **Total Student Count:** 213, **Number of Students**		

		Proficient Level 3+: 151 = 70.9% **Test: FAA** **Subject: Reading** **Ethnicity:** Black or African American, **Total Student Count:** 20, **Number of Students Proficient Level 4**+:18 = 90.0% **Test: FCAT2** **Subgroup: Special Education Students** **Subject:** Reading, **Total Student Count:** 102, **Number of Students Proficient Level 3**+: 6 = 5.9% **Test: FAA** **Subgroup: Special Education Students** Subject: Reading, **Total Student Count:** 27, **Scoring Level 4+ for Special Education Students:** 22 = 81.5% **Test: FCAT2** **Subgroup: Economically Disadvantaged Students** **Subject:** Reading, **Total Student Count:** 668, **Proficient Level 3+ Economically Disadvantaged Students:** 225= 33.7% **Test: FAA** **Subgroup: Economically Disadvantaged Students** **Subject:** Reading, **Total Student Count:** 24, **Scoring Level 4+ for Economically Disadvantaged Students:** 20 = 83.3%		
		f) Postsecondary readiness		
		The following data shall be considered by high schools.		
	N/A	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*	DW	Assessment Matrix

		Goal 1 to support target(s): Reading **To increase the percentage of students scoring 3 or above from 42% to 60 %** **Incorporate Close Reading Strategies, Vocabulary and comprehension strategies, the use of non-fiction complex text, Text-based Questioning, Text marking, the Comprehension Instruction Sequence, appropriate scaffolding and differentiation, collaborative structures, and the use of FCAT Explorer.**	Narrative	
		Possible Data Sources to Measure Goal 1: **FAIR Data** **FCAT Explorer Data** **District Provided FCAT Reading materials and assessments** **Teacher created Close Analytic Reading lesson assessments**	Narrative Decision ED	
		Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-2013 Actuals	2013-14 Targets
		1. **Increase the percentage of the lowest 25% of students scoring 3 or above on the FCAT 2.0 Reading Assessment from 63% to 70%**	**Number-----Percent** **63%**	**Number-----Percent** **70%**
		2. **Increase the percentage of economically disadvantaged students scoring 3 or above on the FCAT 2.0 Reading Assessment from 33.7% to 50%**	**Number-----Percent** **225 33.7**	**Number-----Percent** **50%**
		3. **Increase the percentage of African American students scoring 3 or above on the FCAT 2.0 Reading Assessment from 26.5% to 45%**	**Number-----Percent** **160 26.5**	**Number-----Percent** **45%**
		4. **Increase students scoring at Levels 4,5, and 6 (Florida Reading Assessment-FAA)**	**Number-----Percent** **13 48**	**Target Percent** **60%**

			Number-----Percent	Target Percent
		5. Increase students scoring at or above Level 7 (Florida Reading Assessment-FAA)	9 33	40%
		Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers) **Teachers will introduce complex informational text into the curriculum and utilize the Gradual Release model of Instruction, the Comprehension Instruction Sequence, and the Close Analytic Reading lesson format**	Narrative	
		Action 1: **Teachers will increase activities to promote student engagement in reading.**	Narrative	
		Action 2: **Provide increased communication, common planning time, and support for teachers to incorporate class room strategies to increase reading comprehension among all students**	**Narrative**	
		Action 3: **Incorporate professional development during PLCs using teacher peers and reading coach with emphasis on best practices. Teachers should also visit other classrooms during planning.**	Narrative	
		Action 4: **Teachers will analyze pre and post assessment data to better differentiate student instruction in content, process, and product.**	Narrative	
		Plan to implement Action 1: **Use budgeted funds to increase student reading engagement:** • **$20,000 Increasing student engagement through use of technology, including use of Airliners, SMART pals, classroom projector, headphones, easels, handheld whiteboards, and SMART Boards.** • **$4,000 Literacy Reading Material Scholastic Magazine and other reading material subscriptions.** • **$1,000 for Complex Text and Engagement materials**	Narrative	

		(Instructional Supplies Staplers, Markers, dry-erase markers, and dividers and verbatim flash drives) Supplies to help increase student engagement and hands-on activities across the disciplines and to replace dry erase markers for the hand-held whiteboards; Flash drives were used to teach students how to create folders and stay organized electronically for every class at a parent night		
		Plan to Implement Action 2: Use budgeted funds to provide support for teachers to incorporate class room strategies to increase reading comprehension among all students: • **$54,000.00 Curriculum Specialist to support reading and writing in specific subject areas.** • **$4,000 Literacy Leadership Team PD (i.e Common Core Standards, etc.).** Activities and meeting for the development of an active Literacy Leadership team (site based) • **$2,300.00 Curriculum Specific Common Planning** to allow content areas to meet together for common planning. • **$1,000 Funds for central printing for printing and publication of complex text.**	Narrative	
		Plan to Implement Action 3: Use budgeted funds to increase teacher common planning time: • **$4,000.00 Curriculum Specific Common Planning** to allow content areas to meet together for common planning.	Narrative	
		Plan to Implement Action 4: Use budgeted funds to increase differentiation of student instruction in content, process, and product: • **$4,000 Literacy Reading Material Scholastic Magazine and other reading material subscriptions.** • **$1,000 Funds for central printing for printing and publication of complex text.**	Narrative	

		B. Area 2: Writing		
		a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
		☐Students scoring at or above 3.5 **43% (161 Students)** **Total Students Test (374)** **Test: FCAT2** **Subject: Writing** **AMO Numbers** **Ethnicity: Black or African American, Total Student Count: 240, Number of Students Proficient Level 3+: 0 = 0.0%** **Ethnicity: Hispanics of any race, Total Student Count: 21, Number of Students Proficient Level 3+: 0 = 0.0%** **Ethnicity: Two or more races, Total Student Count: 17, Number of Students Proficient Level 3+: 0 = 0.0%** **Ethnicity: White, Total Student Count: 86, Number of Students Proficient Level 3+: 0 = 0.0%** **Test: FCAT2** **Subgroup: Special Education Students** **Subject: Writing, Total Student Count: 50, Number of Students Proficient Level 4+: 0 = 0.0%** **Test: FAA**	Data not loaded	Assessment Matrix

		Subgroup: Special Education Students **Subject: Writing, Total Student Count: 9, Scoring Level 4+ for Special Education Students:7 = 77.8%** **Test: FCAT2** **Subgroup: Economically Disadvantaged Students** **Subject: Writing, Total Student Count: 248, Proficient Level 3+ Economically Disadvantaged Students: 0 = 0.0%** **Test: FAA** **Subgroup: Economically Disadvantaged Students** **Subject: Writing, Total Student Count: 8, Scoring Level 4+ for Economically Disadvantaged Studnets:7 = 87.5%**		
		Test: FCAT2 **Subject: Writing** **Total Student Count:** 374 **Number of Students Scoring at above 3.5+:** 156 = 41.7%		
		b) Florida Alternate Assessment (FAA)		
		☐ Students scoring at or above Level 4 **Test: FAA** **Subject: Writing** **Ethnicity: Black or African American, Total Student Count: 6, Number of Students Proficient Level 4+:5 = 83.3%** **Ethnicity: White, Total Student Count: 3, Number of Students Proficient Level 4+:2 = 66.7%**	Data not loaded	Assessment Matrix
		Goal 2 to support target(s): Writing **Increase the percentage of students scoring 3.5 or above from 42% to 60%**	Narrative	

Through:
Daily writing instruction
Writing in response to reading across content areas
Note-taking / Learning logs
Expository and Persuasive writing instruction
Argument writing instruction with the citing of text-based evidence
Use of FCAT Writes calibration scoring guides and anchor sets for modeling
Technology integration and use of technology for keyboarding, word processing, and test taking applications improvement

Writing instruction that is focused on:
- **efficient planning, drafting, revising, and editing;**
- **clear and consistent focus on the topic that establishes and maintains a main idea, theme, or unifying point in the response;**
- **effective organization for the writing purpose, including internal transitions that help the reader understand how paragraphs work together, reference one another, and build to a larger point;**
- **sufficient, specific, and relevant development of support, i.e., elaboration that includes concrete details and pertinent information that helps the reader construct mental images;**
- **clear, precise word choice that provides a natural, reasonable, and consistent tone to the response, rather than sudden bursts of elevated, contrived use of vocabulary, or discordant use of creative writing strategies;**
- **various sentence structures and styles that add compositional facility and rhythm to the response, allow emphasis of critical points, and create interest for the reader;**
- **overall control of the basic conventions of standard English; and**
- **purposeful use of elements that promote the intended narrative, persuasive, or expository purpose for writing.**

		Possible Data Sources to Measure Goal 2: **Glencoe Online Essay Grader Writing Assessment** **District provided FCAT Writing assessments** **Teacher Generated FCAT Writing assessments**	Narrative DecesionED	
		Data Indicators(s)- corresponding to SIP Part II A-J (SIP Targets)	2012-2013 Actuals	2013-2014 Targets
		1. **Improvement on the amount of writing they produce each week that is also edited correctly in their writing notebooks**	Numbers--------Percent 25%	Numbers--------Percent 35%
		2. **Improvement of Persuasive and Expository Writing Sample Essays by 10% each month as evidenced by the scoring rubric**	Numbers--------Percent	Numbers--------Percent
		3. **Increase the percentage of African American students scoring 3.5 or above on the FCAT 2.0 Writing Assessment**	Numbers--------Percent	Numbers--------Percent
		Action Plans (strategies) to accomplish Goal 2 (reduce or eliminate barriers)	Narrative	
		Action 1: **All 8th Grade teachers will be trained in effective instructional techniques for teaching writing (Department PLC meetings)**	Narrative	
		Action 2: **Provide in class support during writing instruction time** **(Literacy Coach, District Instructional Staff Developers and Department chair will provide in-class support)**	Narrative	
		Action 3: **All 8th grade teachers will be trained in scoring writing** **(Teachers will utilize the FCAT Writes calibration scoring guides and anchor sets)**	Narrative	
		Action 4: **Provide time for 8th grade teachers to study and analyze student writing work together** **(Teachers will utilize common planning time to analyze student writing and plan focused writing instruction)**	Narrative	
		Plan to Implement Action 1: **All 8th grade teachers will attend site-based training with district writing coach in effective instructional techniques for teaching writing**	Narrative	

		• **$2,000 WICOR- Building program rigor with the integration of writing, inquiry, collaboration, organization and reading (including white boards, dry erase markers).**		
		Plan to Implement Action 2: • **Provide in-class modeling and coaching on a monthly basis with district writing coach during writing instruction time**	Narrative	
		Plan to Implement Action 3: • **All 8th grade teachers will attend PLCs and site-based trainings on scoring writing (Site-based)**	Narrative	
		Plan to Implement Action 4: **Provide stipends to 8th grade teachers to study student work together and common plan with each other and the district writing coach** • **$4,000.00 Curriculum Specific Common Planning to allow content areas to meet together for common planning.** **(Common planning time will be allotted each week)**	Narrative	
		C. Area 3: Mathematics		
		1. *Elementary and Middle School Mathematics*		
		The following data shall be considered by elementary and middle schools.		
		a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		Assessment Matrix
		☐ Students scoring at Achievement Level 3	DW	Assessment Matrix
		14.8% **Total Number of Students: 118**		
		☐ Students scoring at or above Achievement Level 4 **Total Student: 108** **Percentage 13.6%**	DW	Assessment Matrix
		Test: FCAT_EOC **Subject: Algebra I** **Total Student Count:** 124**,** **Proficient Level 4 Number of Students:** 40 = 32.3%		

		Test: FCAT_EOC **Subject: Geometry** **Total Student Count: 49,** **Proficient Level 4 Number of Students: 44 -89.8%**		
		b) Florida Alternate Assessment (FAA)		
		☐ Students scoring at Levels 4, 5, and 6 **Total Number of Students taking test: 27** **Total number of students passing with 4,5 ,6,= 12 (44.4%)**	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Level 7 **Total Number of Students: 27** **Total number of students passing with a level 7 =4 (14.8%)**	Data not loaded	Assessment Matrix
		c) Learning Gains		
		☐ Students making learning gains (FCAT 2.0, EOC, and FAA) **Total number of students taking test: 795** **Total number of students making learning gains 405 = 50.9%** **FAA: Total number of students taking test: 27** **Total number of students making learning gains 5 = 18.5%** **EOC Gains N/A**	DW FCAT 2.0 only	Assessment Matrix
		☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC) **61%**	DW FCAT 2.0 only	Assessment Matrix
		d) Annual Measurable Objectives (AMOs)		
		☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA **Test: FCAT2** **Subject: Math** **AMO Data**	DW FCAT 2.0 only	Assessment Matrix

Ethnicity: Asian, Total Student Count:12, Number of Students Proficient Level 3+: 11= 91.7%

Ethnicity: Black or African American, Total Student Count: 554, Number of Students Proficient Level 3+: 92 = 16.6%

Ethnicity: Hispanics of any race, Total Student Count: 50, Number of Students Proficient Level 3+: 24 = 48.0%

Two or more races Total Student Count: 44, Number of Students Proficient Level 3+: 22 = 50.0%

Ethnicity: White, Total Student Count: 133, Number of Students Proficient Level 3+: 76 = 57.1%

Test: FAA
Subject: Math
Ethnicity: Black or African American, Total Student Count: 20, Number of Students Proficient Level 4+: 12 = 60.0%

Test: FCAT_EOC
Subject: Algebra I
Total Student Count: 124,
Proficient Level 3 Number of Students: 70 = 56.5%,

Test: FCAT_EOC
Subject: Geometry
Total Student Count: 49,
Proficient Level 3 Number of Students: 5-10.2%

Test: FCAT2
Subgroup: Special Education Students

		Subject: Math, Total Student Count: 102, Number of Students Proficient Level 3+: 2 = 2.0% **Test: FAA** **Subgroup: Special Education Students** **Subject: Math, Total Student Count: 27, Scoring Level 4+ for Special Education Students:16 = 59.3%** **Test: FCAT2** **Subgroup: Economically Disadvantaged Students** **Subject: Math, Total Student Count: 597 Proficient Level 3+ Economically Disadvantaged Students:128 = 21.4%** **Test: FAA** **Subgroup: Economically Disadvantaged Students** **Subject: Math, Total Student Count: 24, Scoring Level 4+ for Economically Disadvantaged Studnets:14 = 58.3%**		
	N/A	2. *High School Mathematics*		
	N/A	The following data shall be considered by high schools.		
	N/A	a) *Florida Alternate Assessment (FAA)*		
	N/A	☐ Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix
	N/A	☐ Students scoring at or above Level 7	Data not loaded	Assessment Matrix
	N/A	b) *Annual Measurable Objectives (AMOs)*		
	N/A	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DW FCAT 2.0 only	Assessment Matrix
	N/A	c) *Learning Gains*		
	N/A	☐ Students making learning gains (EOC and FAA)	Data not loaded	Assessment Matrix
	N/A	d) *Postsecondary readiness*		

	N/A	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.*	DW	Assessment Matrix
		3. ***Middle School Acceleration***		
		The following data shall be considered by middle schools.		
		☐ Middle school participation in high school EOC	Data not loaded	Assessment Matrix
		Test: FCAT_EOC **Subject: Algebra 1** **Total Student Count: 124** **Test: FCAT_EOC** **Subject: Geometry** **Total Student Count: 49**		
		☐ Middle school performance on high school EOC	Data not loaded	Assessment Matrix
		Test: FCAT_EOC **Subject: Algebra 1** **Total Student Count: 124** **Proficiency Level 1: Number of Students: 1=0.8%** **Proficiency Level 2: Number of Students: 13 =10.5%** **Proficiency Level 3: Number of students: 70= 56.5%** **Proficiency Level 4: Number of Students: 27 = 21.8%** **Proficiency Level 5: Number of Students: 13 = 10.5%** **Test: FCAT_EOC** **Subject: Geometry** **Total Student Count: 49** **Proficiency Level 3: Number of Students: 5=10.2%** **Proficiency Level 4: Number of Students: 18 = 36.7%** **Proficiency Level 5: Number of Students: 26=53.1%**		

		4. *Algebra 1 End-of-Course Assessment (EOC)*		
		The following data shall be considered for schools with students taking the Algebra I EOC.		
		☐ Students scoring at Achievement Level 3	Data not loaded	Assessment Matrix
		Test: FCAT_EOC **Subject: Algebra 1** **Total Student Count: 124** **Students Scoring Level 3: 70 = 56.5%**		
		☐ Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
		Test: FCAT_EOC **Subject: Algebra 1** **Total Student Count: 124** **Students Scoring Level 3: 40 = 32.3%**		
		5. *Geometry End-of-Course Assessment (EOC)*		
		The following data shall be considered for schools with students taking the Geometry EOC.		
		☐ Students scoring at Achievement Level 3	Data not loaded	Assessment Matrix
		Test: FCAT_EOC **Subject: Geometry** **Total Student Count: 49** **Total Students Scoring Level 3: 5 = 10.2%**		
		☐ Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
		Test: FCAT_EOC **Subject: Geometry** **Total Student Count: 49** **Total Students Scoring Level 4+: 44 = 89.8%**		
		Goal 3 to support target(s): Math	Narrative	

		Possible Data Sources to Measure Goal 3:	DecisionED	
		1. **To increase the number of students scoring 3 or above on FCAT 2.0 during the 2013-2014 school year.** 2. **Increase the number of African American students meeting AMO.** 3. **Increase the number of students taking rigorous courses.**		
		Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-2013 Actuals	2013-2014 Targets
		1. **Increase the number of students scoring at or above FCAT 2.0 Level 3**	**Numbers-----Percent** **40%**	**Numbers--------Percent** **60%**
		2. **Increase the number of African American students meeting the Annual Measurable Objective**	**Numbers-----Percent** **16.6%**	**Numbers--------Percent** **37%**
		3. **Increase the number of students who are taking and/or eligible to take higher level math courses.**	**Numbers------Percent**	**Numbers--------Percent** **50%**
		Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
		Action 1: **All teachers will participate in the coaching and modeling of effective instructional strategies process.**	Narrative	Narrative
		Action 2: **All teachers will utilize multiple means (school-wide, formative and summative) for assessing students.**	Narrative	Narrative
		Action 3: On-going data disaggregation and analysis meetings with FCAT tested grade-levels.	Narrative	Narrative
		Plan to Implement Action 1: **Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice**	Narrative	Narrative
		Plan to Implement Action 2: **Lesson will focus on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes by connecting instructional objectives and goals to students' background**	Narrative	Narrative

		knowledge, interests, and personal goals, etc.		
		Plan to Implement Action 3: **Provide instruction which is aligned with the cognitive complexity levels of the Common Core State Standards** **The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards through appropriate scaffolding and supports to access higher order questions and tasks**		
		D. Area 4: Science		
		1. *Elementary and Middle School Science*		
		The following data shall be considered by elementary and middle schools.		
		a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) **Test: FCAT2** **Subject: Science** **Ethnicity: Asian, Total Student Count: 9 6 66.7%** **Ethnicity: Black or African American, Total Student Count: 230, Number of Students Proficient Level 3+: 32 = 13.9%** **Ethnicity: Hispanics of any race, Total Student Count: 22, Number of Students Proficient Level 3+: 13 = 59.1%** **Ethnicity: American Indian or Alaska Native, Total Student Count: 1, Number of Students Proficient Level 3+: 0 = 0.0%** **Ethnicity: Two or more races, Total Student Count: 17, Number of Students Proficient Level 3+: 10 = 58.8%** **Ethnicity: White, Total Student Count: 88, Number of Students Proficient Level 3+: 58 = 65.9%**		Assessment Matrix

		Test: FCAT2 **Subgroup: Special Education Students** **Subject: Science, Total Student Count: 45, Number of Students Proficient Level 3+:2 = 4.4%** **Test: FCAT2** **Subgroup: Economically Disadvantaged Students** **Subject: Science, Total Student Count: 242, Proficient Level 3+ Economically Disadvantaged Students:53 = 21.9%**		
		☐ Students scoring at Achievement Level 3 **Total Number of Students: 367** **Students Scoring Proficient Level 3:** 57= 15.5%	DW	Assessment Matrix
		☐ Students scoring at or above Achievement Level 4	DW	Assessment Matrix
		Total Number of Student Count: 367 **Students Scoring Proficient Level 4:** 62= 16.9%		
		b) Florida Alternate Assessment (FAA)		
		☐ Students scoring at Levels 4, 5, and 6 **Total Number of Student Count:** 9 **Students Scoring Level 4,5,6:** 6= 66.7%	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Level 7 **Total Number of Student Count:** 9 **Students Scoring Level 7:** 1= 11.1%	Data not loaded	Assessment Matrix
		2. *High School Science*		
		The following data shall be considered by high schools.		
		a) Florida Alternate Assessment (FAA)		
	N/A	☐ Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Level 7	Data not loaded	Assessment Matrix

		3. *Biology 1 End-of-Course Assessment (EOC)*		
		The following data shall be considered for schools with students taking the Biology 1 EOC.		
		☐ Students scoring at Achievement Level 3	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
		E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
		☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) 3 Chemistry BWET (Life Grant) STEM Club	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
		☐ Participation in STEM-related experiences provided for students **Total: 379** **STEM Club 29** **Chemistry Club 20** **8th Grade Population: 330** **Saturday Studies- Students will be invited to come in on Saturdays and work with teachers in reading, math, and science in an effort to raise grades.** **(STEM Specific Programs)**	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
		The following data shall be considered by high schools.		
	N/A	☐ Students enrolling in one or more *accelerated* STEM-related courses	Could be done but classes are not flagged as STEM and define accelerated course	Assessment Matrix

	N/A	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses	Could be done but classes are not flagged as STEM and define accelerated course	Assessment Matrix
	N/A	☐ Students taking one or more advanced placement exams for STEM-related courses	Could be done but classes are not flagged as STEM	Assessment Matrix
	N/A	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses	Could be done but classes are not flagged as STEM	Assessment Matrix
	N/A	☐ CTE-STEM program concentrators	need definition	Assessment Matrix
	N/A	☐ Students taking CTE-STEM industry certification exam	Data not loaded	Assessment Matrix
	N/A	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	Data not loaded	Assessment Matrix
		Goal 4 to support targets(s): Science **STUDENT ACHIEVEMENT WILL INCREASE WHEN STUDENTS ARE EXPOSED TO DIFFERENTIATED INSTRUCTIONS IN CONTENT, PROCESS, AND PRODUCT**	Narrative	
		Possible Data Source to Measure Goal 4: **FCAT, FAIR, TEACHER ASSESSMENTS**	Narrative DecesionED	
		Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-2013 Actuals	2013- 2014 Targets
		1. **INCREASE THE NUMBER OF ECONOMIC DISADVANTAGE STUDENTS SCORING LEVEL 3 OR HIGHER**	**#374 = 60%**	**#375 = 66%**
		2. **INCREASE THE NUMBER OF LEVELS 3 & 4**	**# 374 = 32%**	**#376 = 35%**
		3. **INCREASE THE NUMBER OF AFRICAN-AMERICAN STUDENTS SCORING LEVEL 3 OR HIGHER**	**# 201 = 39%**	**# 200 = 49%**

		Action Plans (strategies) to Accomplish Goal 4 (reduce or eliminate barriers)		
		Action Plan 1: INCREASE COMMUNICATION BETWEEN TEACHERS AND INCLUDE COMMON PLANNING TIME (ACROSS CONTENT AREA) INTO THE SCHEDULE.		
		Action Plan 2: INCLUDE PROFESSIONAL DEVELOPMENT DURING PLC'S USING TEACHER PEERS AND SCIENCE COACH WITH EMPHASIS ON BEST PRACTICES. TEACHERS SHOULD ALSO VISIT OTHER CLASSROOMS DURING PLANNING.		
		Action Plan 3: TEACHER ANALYZE PRE & POST ASSESSMENT DATA TO BETTER DIFFERENTIATE INSTRUCTION.		
		Action Plan 4: INCLUDE CLUB ACTIVITIES TO PROVIDE INTERDISCIPLINARY ACTIVITIES FOR WEEK-ENDS		
		Plan to Implement Action 1: USE BUDGETED $4,000.00 OF TITLE 1 FUNDS FOR SCIENCE TO IMPLEMENT Curriculum Specific Common Planning to allow content areas to meet together for common planning.		
		Plan to Implement Action 2: USE BUDGETED $3,000.00 OF TITLE 1 FUNDS FOR SCIENCE TO IMPLEMENT Differentiated Instruction- Content specific professional development for differentiating instruction in the classroom. USE BUDGETED $2,000.00 OF TITLE 1 FUNDS FOR SCIENCE TO ACQUIRE Science World- Reading Literacy materials in science content. USE BUDGETED $4,000.00 OF TITLE 1 FUNDS FOR SCIENCE TO ACQUIRE Explore Learning (Gizmos)- Online interactive science activities and experiments TO SUPPORT TEACHING IN SCIENCE.		
		Plan to Implement Action 3: PROVIDE DATA ASSESSMENT TRAINING FOR TEACHERS DURING PLC'S AND PROFESSIONAL DEVELOPMENT. USE BUDGETED $3,000.00 OF TITLE 1 FUNDS FOR SCIENCE TO IMPLEMENT Differentiated Instruction- Content specific professional development for differentiating instruction in the classroom.		

		Plan to Implement Action 4: **$7,000.00 Science Club- To provide an interdisciplinary (Math, Science, History, Language Arts, and Art)) Saturday activity for the students at Bay Point Middle School which engages the students in the study of Chemistry, filling a gap in the curriculum which does not cover chemistry and therein providing the students with background knowledge for high school; and the study and re-creation of some of Leonardo DaVinci's famous inventions. Students will study background information such as events and life in the 15th and early 16th centuries, and influences on DaVinci and his work.**		
		F. Area 6: Career and Technical Education (CTE)		
		The following data shall be considered by middle and high schools.		
		☐ Students enrolling in one or more CTE courses **29**	DW	
		☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses **Students: 5**	Define accelerated courses	
		☐ Completion rate (%) for CTE students enrolled in *accelerated* courses **73.3%**	Define accelerated courses	Assessment Matrix
		☐ Students taking CTE industry certification exams **17**	Data not loaded	Assessment Matrix
		☐ Passing rate (%) for students who take CTE industry certification exams **88%**	Data not loaded	Assessment Matrix
		☐ CTE program concentrators **Microsoft Word** **Microsoft Excel**	need definition	
		☐ CTE teachers holding appropriate industry certifications **1**	Data not loaded	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
		G. Area 7: Social Studies		

		1. *Civics End-of-Course Assessment (EOC)*		
		The following data shall be considered for schools with students taking the Civics EOC.		
		☐ Students scoring at AchievementLevel 3 **None Noted in DW**	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Achievement Level 4 **None Noted in DW**	Data not loaded	Assessment Matrix
		2. *U.S. History End-of-Course Assessment (EOC)*		
		The following data shall be considered for schools with students taking the U.S. History EOC.		
		☐ Students scoring at Achievement Level 3 **None Noted in DW**	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Achievement Level 4 **None Noted in DW**	Data not loaded	Assessment Matrix
		Goal 5 (add other goals as needed) to support target(s): **Increase student achievement through differentiated instruction.**		
		Possible Data Sources to Measure Goal 5: **FCAT, EOC's, Formative classroom assessments**	DecisionED/DW	
		Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-2013 Actuals	2013-2014 Targets
		1. There will be an increase in African American student achievement **(FCAT Reading level 3 or higher)**	**Number---Percnet** **160 25.5%**	**Number------Percent** **26.5** **220 36.4%**
		2. **There will be an increase in economically disadvantaged students (FCAT Reading level 3 or higher)**	**Number---Percent** **225 33.7%**	**Number----Percent** **288 43.1%**
		3. **There will be an increase in all students level 3 or higher based on FCAT**	**Number --Percent** **239 24.7%**	**Number----Percent** **339 35.1%**
		Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		

		Action 1: **Teacher will create cultural background opportunities to help student find intrinsic motivation factors that will allow them to become more engaged.**		
		Action 2: **Teacher will engage and communicate with parents ongoing in a positive collaborative manner in an effort to improve** **parental involvement**		
		Action 3: **Using block schedule effectively**		
		Action 4: **Provide collaborative and common planning opportunities for teachers**		
		Plan to Implement Action 1: **Positive Behavior Support= Classroom specific student incentives, Falcon Funds, etc.**		
		Plan to Implement Action 2: increase communication (emails, letters, and phone calls)		
		Plan to Implement Action 3: implement stations and rotations, classroom structure. In addition to professional Development for the effective use of Block Scheduling		
		Plan to Implement Action 4: Differentiate student learning styles, technology, project based learning, increase intervention for tier students.		
		H. Area 8: Early Warning Systems		
		1. *Attendance*		
		☐ Students tardy 10 percent or more, as defined by district attendance policy **17**	Data not loaded	Standard 5-5.2 Using Results for Continuous Improvement
		☐ Students absent 10 percent or more, as defined by district attendance policy **370**	DW	Standard 5-5.2 Using Results for Continuous Improvement
		Total Student Count: 1,203 **Number of Students Absent 10 or More:** 370		
		2. *Suspension*		
		☐ Students with one or more referrals	DW	Standard 5: Using Results for

		Total Number of Student with 1+ Infractions: 563		Continuous Improvement
		☐ Students with five or more referrals	DW	
		Total Number of Student with 5+ Infractions: 240		
		☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DW	
		Total Number of Student with 1+ In-School Suspension Days: 360		
		☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DW	
		Total Number of Student with 5+ In-School Suspension Days: 148		
		☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. **Total Number of Student with 1+ Out-Of-School Suspension Days:** 360	DW	
		☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DW	
		Total Number of Student with 5+ Out-Of-School Suspension Days: 148		
		☐ Students with ten or more in-school or out-of-school suspension days	DW	
		Total Number of Student with 10+ Out-Of-School Suspension Days: 193		
		☐ Students referred for alternative school placement Waiting for Data from Mrs. Zekeri	DW	
		☐ Students expelled Waiting for Data from Mrs. Zekeri	DW	
		3. *Retention*		
		☐ Students retained Waiting for Data from Mrs. Zekeri	DW	
		☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S. Waiting for Data from Mrs. Zekeri	DW will need definition of first attempt.	

		o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses	DW will need definition of first attempt.	
		☐ Students off track for graduation based on credits required to date for their cohort	DW	
		4. *Dropout Prevention*		
	N/A	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.		
	N/A	☐ Students dropping out of school, as defined in s.1003.01(9), F.S	DW assuming drop out codes are W22 and w15	
	N/A	☐ Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34	From Summary Data File in DW	
		C.F.R. § 200.19(b)		
	N/A	☐ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	need criteria	
	N/A	☐ Students graduating in 5 years, using criteria defined at 34 C.F.R.§ 200.19(b)	need criteria	
		I. **Area 9: Parent Involvement**		
		Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB,		
		Codified at 20 U.S.C. § 6314(b).		

		Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).		
		Bay Point Middle School believes in involving parents in all aspects of their Title I programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PIP. 50+ percent of the members of the SAC are parent (non-employee) representatives and community members. BPMS advertised on Facebook,and twitter inviting parents to be part of SAC. BPMS also invites parents to serve by posting it on the electronic sign in front of the school. Whoever receives the most votes becomes elected as an officer of the SAC. The PIP will be presented to the SAC committee in October of 2013 for review and input. The input from parents will be documented by minutes taken from the SAC meetings and the survey results. A parent survey will determine input on activities, trainings, and materials to support children. Results of parent surveys will be reviewed by the SAC to determine needed changes. SAC will also provide input on how the parental involvement funds will be used, based on parent input.		
		J. Area 10: Additional Targets		
		This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.		
		K. Problem-Solving		
		Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom		

		walkthroughs may also be used as available and relevant.		
		Goals Related to Bradley MOU **Goal # to support target(s):** **There will be an increase in black student achievement.** Possible Data Sources to Measure Goal 5: Data Indicator(s) – corresponding to goal 1. 2. 3. Action Plans (strategies) to Accomplish Goal # (reduce or eliminate barriers) Action 1- Action 2- Action 3- Action 4- Plan to Implement Action 1: Plan to Implement Action 2: Plan to Implement Action 3: Plan to Implement Action 4: Goals Related to Bradley MOU and/or Additional Goals Goal # to support target(s): Possible Data Sources to Measure Goal #: Data Indicator(s) – corresponding to goal 1. 2. 3. Action Plans (strategies) to Accomplish Goal # (reduce or eliminate barriers) Action 1- Action 2- Action 3- Action 4-		

		Plan to Implement Action 1: Plan to Implement Action 2: Plan to Implement Action 3: Plan to Implement Action 4:		
		☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.		
		☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal.		
		Lack of differentiation of instruction **Lack of student engagement** **Lack of parent involvement**		
		☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).		
		Lack of parent involvement **Lack of differentiation of instruction** **Lack of student engagement**		
		☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. **Parent Resource night using Title I funds** **Ongoing professional development on the gradual release model.** **Positive behavior supports are in place in the form of an effective school wide behavior plan.**		
		☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
		☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	

		☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
		☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Narrative	
		Part III: Professional Development		
		For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.		
		☐ Related goal (select from drop-down of goals created in Part IIK)	Narrative	
		Bay Point Middle School goal will be to focus and infuse the research based instructional strategies into all School Improvement Plan Goals in an effort to decrease the academic achievement gap and increase overall student achievement.		
		☐ Topic, focus, and content	Narrative	
		Bay Point Middle School will focus and infuse the following strategies in into all School Improvement Plan Goals in an effort to decrease the academic achievement gap and increase overall student achievement. 1. **WICOR** 2. **Common Board Configuration** 3. **Celebrate Student Success** 4. **Data Room Team Meetings** 5. **Common Planning & Lesson Planning**		
		☐ Facilitator or leader	Narrative	
		AVID Coordinator **Literacy Coach**		
		☐ Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
		Professional Learning Communities		
		☐ Target dates or schedule (e.g., early release day, once a month)	Narrative	
		Monthly		

		☐ Strategies for follow-up and monitoring	Narrative	
		Administrative walkthroughs/formal Observations **Lesson Plans and Professional Learning Community Minutes**		
		☐ Person responsible for monitoring	Narrative	
		Administrators **Literacy Leadership Team**		
		## Part IV: Coordination and Integration	Narrative	
		Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.		
		Bay Point has a need for assistance with our families that are homeless. Bay Point utilizes the H.E.A.T program. When the staff becomes aware that a student is homeless it is reported to the school social worker who then refers them to the homeless social worker. This social worker works with the families to find them shelter and jobs. The homeless social worker also helps people that have multiple families living in one home, and grandparents that are raising their grandchildren. **Supplemental instructional support is provided for individuals with disabilities by Bay Point and will be discussed with parents during the development of the students IEP.** **Bay Point students are also able to sign up for the 21st Century program. This is a free after school program where the students can receive free tutoring and other services. This program also works to involve parents in their child's education.**		
		## Part V: Budget		
		Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:		

	☐ Related goal (Select from drop-down of goals created in Part IIK)	Narrative	
	Reading		
	o Title I Funds		
	• $17,500 for 1 Reading Interventionist teacher in order to work with small groups of students on developing stronger reading skills.		
	• $54,000.00 Curriculum Specialist to support reading and writing in specific subject areas.		
	• $106,000 Reading and Language Arts teacher to accommodate block scheduling.		
	• $20,000 Increasing student engagement through use of technology, including use of Airliners, SMART pals, classroom projector, headphones, easels, handheld whiteboards, and SMARTboards.		
	• $4,000 Literacy Leadership Team PD (i.e Common Core Standards, etc.). Activities and meeting for the development of an active Literacy Leadership team (site based)		
	• $1,300.00 Tutoring in Content Area- Site based teachers tutoring students after school.		
	• $2,300.00 Curriculum Specific Common Planning to allow content areas to meet together for common planning.		
	• $4,000 Literacy Reading Material Scholastic Magazine and other reading material subscriptions.		
	• $1,000 for Complex Text and Engagement materials (Instructional Supplies Staplers, Markers, dry-erase markers, and dividers and verbatim flash drives) Supplies to help increase student engagement and hands-on activities across the disciplines and to replace dry erase markers for the hand-held whiteboards; Flash drives were used to teach students how to create folders and stay organized electronically for every class at a parent night		
	• $1,000 Funds for central printing for printing and publication of complex text.		
	Math		
	o Title I Funds		
	• $2,000.00 Tutoring in Content Area- Site based teachers tutoring students after school.		
	• $4,000.00 Curriculum Specific Common Planning to allow content areas to meet together for common planning.		
	• $60,000 for full time Math Coach.		
	• $2,000 FCTM Conference (2 representatives) Content area conference for Mathematics.		
	• $200 Math Club Materials To provide an interdisciplinary (Math and Science) activity for the students at Bay Point Middle School which engages the students in the study of Science and Math.		
	Science		
	o Title I Funds		

• $2,000.00 Tutoring in Content Area- Site based teachers tutoring students after school.
• $4,000.00 Curriculum Specific Common Planning to allow content areas to meet together for common planning.
• $1,000.00 FAST Conference (2 representatives) Content specific conference in Science.
• $3,000.00 Differentiated Instruction- Content specific professional development for differentiating instruction in the classroom.
• $4,000.00 Chemistry Club- To provide an interdisciplinary (Math and Science) Saturday activity for the students at Bay Point Middle School which engages the students in the study of Chemistry; filling a gap in the curriculum which does not cover chemistry and therein providing the students with background knowledge for high school.
• $3,000 DaVinci Club- To provide an interdisciplinary (Math, Science, History, Language Arts, Art) Wednesday activity for the students at Bay Point Middle School which engages the students in the study and re-creation of some of Leonardo DaVinci's famous inventions. Students will study background information such as events and life in the 15th and early 16th centuries, and influences on DaVinci and his work.
• $2,000.00 Science World- Reading Literacy materials in science content.
• $4,000.00 Explore Learning (Gizmos)- Online interactive science activities and experiments.

Writing
o   Title I Funds
• $2,000.00 Tutoring in Content Area- Site based teachers tutoring students after school.
• $4,000.00 Curriculum Specific Common Planning to allow content areas to meet together for common planning.
• $2,000 WICOR- Building program rigor with the integration of writing, inquiry, collaboration, organization and reading (including white boards, dry erase markers).

Civics
o   Title I Funds
• $2,000.00 Tutoring in Content Area- Site based teachers tutoring students after school.
• $4,000.00 Curriculum Specific Common Planning to allow content areas to meet together for common planning.
• $1,000.00 FCSS conference (1 representative)- State conference sponsored for teachers of Social Studies.
• $1,000.00 Differentiated Instruction- Content specific professional development for differentiating instruction in the classroom.
• $10,000.00 Copper Sun Social Studies/Civics Club- St. Augustine/Tallahassee Field

Trips- To provide interdisciplinary (Math, History, and Language Arts) hands-on activities after the students work for six weeks on Wednesdays after school to read and understand the history behind Copper Sun. They will have the opportunity to view the historical sites discussed by characters in the book and they will see for themselves the land formations and the environment that is discussed by the characters in the book. The students in Civics club will be practicing and working with mock trials scenarios, culminating in a field trip to visit the capital to visit senators. The resources also include charter bus service since outside the school day.
• $2,000.00 Content literacy materials- National Geographic and other content subscriptions.

Attendance
o Title I Funds
• $3,000.00 SBLT training- Working to develop long-term planning to support student achievement and instructional growth.

Parent Involvement Budget
o Title I Funds
• $3,707.65 Parent/Community Liaison- To recruit volunteers, act as a community resource in advertising site-based evening activities and community based resources.
• $538.35 Postage for parent communication
STEM
o Title I Funds
• $3,000.00 FETC Conference- Comprehensive event for implementing STEM based strategies in the classroom.
• $55,900.00 Technology Technician- Resource for implementing technology initiatives, including support of STEM programs and STEM computer software programs.
• $3,000.00 STEM club mentors- Mentoring students who participate in after school STEM club and provide resource material for Science Center partnership

Bradley MOU
o Title I Funds
• $2,000.00 Model Middle School Visit- In an effort to help Bay Point Middle School become more effective in the overall education of all students at least two representatives from the SBLT will visit a middle school from another district that is successful in all phases of educating students and reflects Bay Point Middle Schools individual environment (minority makeup, and economically disadvantaged rate).
• $1,300.00 Program Coordination and Collaboration- Program coordination and collaboration outside the contract day.

Language Arts/Reading

o   SIP Funds
• $400.00 for various classroom materials and clubs.

Math
o   SIP Funds
• $400.00 for various classroom materials and clubs.

Science
o   SIP Funds
• $400.00 for various classroom materials and clubs.

Social Studies
o   SIP Funds
• $400.00 for various classroom materials and clubs.

Foreign Language
o   SIP Funds
• $200.00 for various classroom materials and clubs.

Health/PE
o   SIP Funds
• $200.00 for various classroom materials and clubs.

Related Arts
o   SIP Funds
• $200.00 for various classroom materials and clubs.

Various
o   SIP Funds
• $2,838.20 for school wide incentives, clubs, before and after school organizations, staff incentives, staff appreciation, student incentives, student appreciation, classroom materials, and campus beautification.

		☐ Strategy **Please see above**	Narrative	
		☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) **Please see above**	Narrative	
		☐ Description of resources **Please see above**	Narrative	

		☐ Funding source **The current ELP/Enrichment Funds total $59,000**	Narrative	
		☐ Amount needed **Amount Needed $59,000**	Narrative	
		Part VI: Mid-Year Reflection		
		This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
		☐ Has the goal been achieved?	Narrative	
		o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative	
		o If no, is desired progress being made to accomplish the goal?	Narrative	
		☐ If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative	
		☐ If no, have the originally targeted barriers been eliminated or reduced?	Narrative	
		☐ If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative	
		☐ If no, are the original strategies being implemented with fidelity as designed?	Narrative	
		o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	
		o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	Narrative	