

## **BAY POINT MIDDLE SIP 2013-14 EXECUTIVE SUMMARY**

Bay Point Middle School has 948 students' grades 6-8, 4 administrators, 68 teachers, and other staff members. The mission of Bay Point Middle 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.

To accomplish this mission, Bay Point has 6 Goals:

- 1) Goal 1 to support target(s): Reading
  - To increase the percentage of students scoring 3 or above from 42% to 60 %
  - Increase the percentage of the lowest 25% of students scoring 3 or above on the FCAT 2.0 Reading Assessment from 63% to 70%;
  - Increase the percentage of economically disadvantaged students scoring 3 or above on the FCAT 2.0 Reading Assessment from 33.7% to 50%;
  - Increase the percentage of African American students scoring 3 or above on the FCAT 2.0 Reading Assessment from 26.5% to 45%
  
- 2) Goal 2 to support target(s): Writing
  - Increase the percentage of students scoring 3.5 or above from 42% to 60%
  - Increase the percentage of African American students scoring 3.5 or above on the FCAT 2.0 Writing Assessment
  - Improvement on the amount of writing students produce each week from 25 % to 35%
  - Improvement of Persuasive and Expository Writing Sample Essays by 10% each month as evidenced by the scoring rubric
  
- 3) Goal 3 to Support target(s): Math
  - Increase the number of students scoring at or above FCAT 2.0 Level 3 from 40% to 60%
  - Increase the number of African American students meeting the Annual Measurable Objective from 16.6% to 37 %
  - Increase the number of students who are taking and/or eligible to take higher-level math courses from 23% to 50%
  
- 4) Goal 4 to support targets(s): Science
  - Increase the number of economically disadvantaged students scoring level 3 or higher from 60% to 66%
  - Increase the number of level 3's & 4's from 32% to 35 %
  - Increase the number of African American students scoring level 3 or higher from 39% to 49%
  
- 5) Goal 5 to support target(s): Social Studies
  - Increase in all students' level 3 or higher based on FCAT from 24.7% to 35.1%
  - Increase African American student achievement (FCAT Reading level 3 or higher) from 25.4% to 36.4%
  - Increase economically disadvantaged students (FCAT Reading level 3 or higher) from 33.7% to 43.1%
  
- 6) Additional Goals
  - Close the achievement gap between African American and non-African American students to our AMO 2014 targets;

- Reduce the number and percent of discipline incidents for each student subgroup by 50% based on 2012-2013 data
- Increase parent involvement hours by 30% representing 50% of our parent population.

The core instructional strategies included in our action plans are:

Research-based instructional strategies via 5E's, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement, and utilizing project-based learning in appropriate settings. Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice, Lessons 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 knowledge, interests, and personal goals. Provide instruction, aligned with the cognitive complexity levels of the Common Core State Standards. On-going data disaggregation and analysis meetings with FCAT tested grade-levels. All teachers will utilize multiple means (school-wide, formative and summative) for assessing students. All teachers will participate in the coaching and modeling of effective instructional strategies process. Incorporate professional development during PLCs using teacher peers/coaches (reading and math) with emphasis on best practices. Teachers should also visit other classrooms during planning to enhance their individual development.

The professional development efforts include the use of Common Planning, Focus Groups, Literacy Team, Site-based math and reading/language arts coaches to train and guide teachers in differentiating and scaffolding instruction.

The parent involvement efforts are a challenge for our school as many parents work during the school hours and a large percentage work in the evening. As a strategy to increase volunteer hours, the school is hosting monthly evening meetings featuring students and campus wide activities.

For more information about Bay Point's School Improvement Plan, please go to our website at <http://www.baypoint-ms.pinellas.k12.fl.us>