

School Improvement Plan

2015-2016

Bay Point Middle

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Bay Point Middle	Principal's First Name Dr . Jason	Principal's Last Name Shedrick
School Advisory Council Chair's First Name Ann	School Advisory Council Chair's Last Name Dallman	

SCHOOL VISION - What is your school's vision statement?

The school vision for Bay Point Middle School is One Sound, One Heartbeat.

SCHOOL MISSION - What is your school's mission statement?

The school mission for Bay Point Middle School is to provide a safe and caring environment to prepare students for school and beyond.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Bay Point Middle School's process for learning about our students' cultures and building relationships between teachers and students encompasses staff and students collaborating together as a team to improve student learning by being proactive in making positive phone calls and emails, providing updated progress reports of our students current academic status, and issuing student, teacher, and parents surveys. This will be met through ongoing staff professional development , exploring diversity through the use of Cultural Competence trainings, monthly PLC meetings, as it relates to building a positive culture and climate with students, and staff. Also through the use of student focused clubs to include the College Reach Out Program , a partnership with Saint Petersburg College (CROP), Multicultural Club, and AVID, all of which provides a mechanism to create a collaborative structured environment for students, parents, and teachers.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Bay Point Middle School provides an environment where students feel safe as evident by having staff positively acknowledge and greet students throughout the day, by ensuring each student is aware of the our school's behavior and crisis plan in the form of student expectations using the Marzano framework, emergency preparedness drills such as as lock downs, tornado, hurricane, and bus evacuation drills . In addition to creating a safe environment for students thereby ensuring students are aware of the on campus support by our MTSS, RTI, guidance counselors, the school psychologist, social worker, behavior specialist, community stakeholders, and assistance from our community partnerships. The school also has staff stationed in various locations before, during, after school to be preemptive and proactive in eliminating any hazards that may arise and to ensure the safety of students. In creating several structured processes and procedures for conducive learning, Bay Point has a solidified bullying prevention plan that allows students to anonymously report any actions which may within our school. In order to establish a safe environment for students, Bay Point has created a before and after school program called " The 21st Century Program", which provides students with tutoring, mentoring, collaborative groups and other academic outlets designed for students.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

The school wide behavioral system that aids in minimizing distractions to keep students engaged during instructional time that is implemented at Bay Point Middle School will include the Positive Behavior Support program (PBS), Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) as well as using the Marzano framework. Each teacher will model, explain and document

the expectations for all students verbally, as well in their classrooms as well as throughout Bay Point Middle School using immediate student feedback as need for redirection, positive praise, posted rubrics and scales as well as SMART objectives. Bay Point Middle will also employ teachers as resources to be use utilized as a "Data Champions" to be used to disseminate data for student and staff performance. These data champion teachers are responsible for presenting and analyzing data with staff. Our instructional and school based leadership team will work collaboratively to identify, set goals, and problem solve, any behavioral concerns on a weekly basis, or as needed to improve the school wide behavior system as a goal to reaching 100% student behavior fidelity .

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

To ensure the requirements for students with social-emotional needs are being met, Bay Point Middle School's guidance counselors, social worker , behavior specialist and school psychologist provides supports for students who exhibit the need for social-emotional support and redirection. Our counselors provide ongoing small group counseling; which addresses, grades, behavior, socio-emotional status, and environmental concerns. We have a student mentoring program embedded in the "Operation Moving Forward Program", which is designed to assist students with coping using age appropriate social skills, and the program fosters academic growth for student success. In addition such students will meet with mentors, case managers and community stake holders for support.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Susan	Ajoc	Community Member
Aubrey	Amstutz	Curriculum Specialist
Lisa	Brody	Parent
Kathy	Crow	Parent
Ann	Dallman	SAC Chair
Tonya	Hunter-Kittles	Administrative Assistant
Samatha	Peifley	Assistant Principal/SAC Liaison
Jason	Shedrick	Principal

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

An evaluation of last year's school improvement plan included 6 goals, as stated in the executive summary. These included the following:

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The amount budgeted

- 1.) Literacy Reading Materials
 - complex text
 - scholastic magazines
 - student novels
 - student supplies (increasing student engagement and hands on activities across all disciplines)
- 2.) Mathematic Material

- chart graphing paper
- graphing paper
- dry erase makers
- rulers
- composition notebooks
- pencils
- professional development for math programs

3.) Science

- easels
- dry erase markers
- materials for experiments
- rock sets (one per grade level)

4.) Foreign Language

- paper
- pencils
- composition notebooks

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

Bay Point Middle School's SAC team will regularly review and discuss, our student's academic, behavior, attendance, social and emotional growth and other data sources in an effort to help inform and contribute to our school wide and community efforts. SAC will also review, make necessary changes, suggestions and or modifications to the school improvement plan as an ongoing process.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The activities of the SAC for the upcoming school year include a deliberate and strategic focus on increasing parental involvement in academic activities that will align with the school improvement plan and parental involvement plan as a means to help raise highest student achievement.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The projected use of school improvement funds and the allocation to each project is subjected to the the submission of an application, an audit by a selected school based team of the application to ensure that is in alignment with the school mission and vision and the funding of the plan through the internal purchase order process. Each project is evaluated by the team and funded on an individual basis upon approval of application and may include reducing some requested items from the initial application to meet the school mission and vision. As of the date of this document the funds have yet to be allocated.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

N/A

PART I**CURRENT SCHOOL STATUS****Section C****Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Jason	Last Name Shedrick	Email Address shedrickj@pcsb.org	
Highest Academic Degree <input type="text" value="Doctor of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 8	# of Years at Current School 4
Certifications (if applicable) ESE K-12, Educational Leadership			

ASSISTANT PRINCIPAL #1

First Name Dennard	Last Name Bennett	Email Address Bennettd@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 16	# of Years at Current School 7
Certifications (if applicable) Mathematics 5-9, Educational Leadership			

ASSISTANT PRINCIPAL #2

First Name Samatha	Last Name Peifley	Email Address Peifleys@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 3.5
Certifications (if applicable) Psychology, ESE K-12, Educational Leadership			

ASSISTANT PRINCIPAL #3

First Name Patricia	Last Name Jones	Email Address jonespatri@pcsb.org	
Highest Academic Degree <input type="text" value="Educational Specialist"/>	Field of Study Educational Leadership	# of Years as an Administrator 0	# of Years at Current School 0
Certifications (if applicable) Reading K-12, ESOL K-12, HOUSSED K-6, ESE K-12, Educational Leadership All Levels			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 71
- % receiving effective rating or higher: TBA
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100
- % certified infield, pursuant to Section 1012.2315(2), F.S.: 100
- % ESOL endorsed: Appx 1
- % reading endorsed: Appx 1
- % with advanced degrees: Appx 2
- % National Board Certified: 2.4
- % first-year teachers: <1%
- % with 1-5 years of experience: Appx 1
- % with 6-14 years of experience: Appx 28
- % with 15 or more years of experience: Appx 1

PARAPROFESSIONALS

- # of paraprofessionals: 4
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Bay Point Middle School first recruits , interviews, and retains the most highly qualified candidates for the needs and demographic of our student population using a panel interview approach and administrative and mentor support method. In addition Bay Point Middle School also utilizes the district wide teacher mentoring program and employs the Teacher Incentive Fund otherwise known as the TIF grant to recruit and retain qualified staff, including but not limited to the following :

1. New Teacher Observation of Highly Effective Classrooms, Administrators/Mentors, 1st Semester (1 and 2 year teacher)
2. Twice monthly new teacher support meetings - Lead Mentor/Mentors (Ongoing)
3. Common Planning and Cross- content planning - Curriculum Specialist (Ongoing)

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Bay Point Middle School's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction includes utilizing the Marzano framework to foster and build on sound pedagogics utilizing a teaming approach, peer to peer observation, cross cultural instructional design, professional development, as well as strengthening and maintaining an inviting workplace environment with recognition of staff and student successes.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Lara McElveen and Cheryl Lewis as well as the leadership team will oversee the Teacher Mentoring Program by providing a mentor for new staff, apprising the leadership team of those teachers that require additional supports and putting a schedule in place for a minimum of bi -weekly meetings and observations as well as opportunities for support, feedback and any teacher concerns.

PART I **CURRENT SCHOOL STATUS**

Section E **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rtl)**

PROBLEM-SOLVING PROCESSES - 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.

The SBLT will be responsible for managing and coordinating the tiered efforts between all school teams as well as reviewing and revising the School Improvement Plan including but not limited to the following:

Topics: FOCUS Data to include-Discipline and interventions, attendance and tardies, referral data with SMART goals employed for solutions, for this and other relevant academic and behavior data.

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 including the (MTSS) Multi Tiered System of Support Team. The MTSS team reviews and screens data to identify struggling students through State and district data, FAIR testing and Florida DOE differentiated accountability assessments. The team will review data from progress monitoring by grade level, and teacher/subject areas to identify students who are moderately to high risk for not meeting benchmarks and learning goals.

The MTSS/Rtl Team will collaborate regularly, problem solve, share effective practices, evaluate implementation of initiatives, provide solutions for decision making, and continue to increase the awareness of effective instructional practices through on-going faculty meetings and professional development.

The MTSS/Rtl team is involved in the development and implementation of the school improvement plan by providing the SIP writing team with their recommendations of establishing FSA Reading, Writing, and Math supports.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Aubrey	Amstutz	Curriculum Specialist
Dennard	Bennett	Assistant Principal
Deanna	Bovis	Guidance Counselor
Sarah	Douglas	Guidance Counselor
Kelly	Farrow	Social Worker
Jennifer	Guiffre	Magnet Cordinator
Kevin	Haugabrook	Math

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Brenda	Helbling	Literacy Coach
Patricia	Jones	Assistant Principal
Cassandra	Martinez	Guidance Counselor
Ursula	Parker	Behavior Specialist
Antoine	Seay	School Psychologist
Samatha	Peifley	Assistant Principal
Jason	Shedrick	Principal

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Bay Point Middle School's MTSS team will convene weekly to use school wide, district and state data to review individual student and trends as they relate to academics, attendance, discipline, and other factors.

In addition The (SBLT) School Based Leadership Team will meet weekly to discuss solutions to problems, review and analyze student and school wide data to determine the effectiveness of implemented interventions. The SBLT will also PDSA future steps.

1. Weekly team meeting to review and analyze student intervention data
2. Ongoing observation reviews
3. Administrative walk-through to assure the alignment of the SIP
4. Work with staff, students, parents, coaches, mentor and the district to secure resources and support of identified initiatives.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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).

We utilize the following data sources: DecisionEd, Data Warehouse, FOCUS SIS, PMRN, FSA, Scholastic Reading Inventory (SAM) and EDS.

Tier 1
 Reading - FAIR 1-3 / Course Monitoring
 Mathematics - Common Assessments
 Writing - Common Assessments
 Science - Common Assessments
 Behavior -School-wide Positive Behavior Intervention Incentive Program

STAFF UNDERSTANDING OF MTSS - 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 preschool week, common planning and it will be embedded within the (PLC) professional learning community meetings.

The staff will be trained with 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 Team will attend county level trainings and will provide the information to the school to share with other team members, including faculty and staff.

In addition, MTSS/RTI Team will facilitate school-wide monthly trainings on the Multi 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 support will be used to implement Positive Behavior Intervention Plans (PBIP) with fidelity in regards to student interventions and the data collection process.

1. Initial Preschool Training
2. Subject Data Room Planning

- 3. Grade-level Data Room Planning
- 4. Cross-Teaming Data Planning
- E. Increased Learning Time/Extended Learning Opportunities

PART I**CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Bay Point Middle School ensures its core instructional programs and materials align to Florida Standards by using sound data driven assessments and data driven instruction. Our goal is to adopt curriculum that is produced in conjunction and supports the Florida Standards and is aligned with Bay Point Middle School and Pinellas County School District's vision, and mission. We foster the use of instructional materials that are focused on RIGOR, WICOR, AVID strategies, higher order thinking skills, critical analysis, and the Marzano framework with an emphasis on rubrics and scales.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Bay Point Middle School uses several data sources to provide and differentiate instruction to meet the diverse needs of our students by reviewing student assessment data and thereby providing the most appropriate courses and curriculum to meet what each student is in need of. Bay Point Middle has Extended Learning Program (ELP), tutoring, as well as course offering of intensive math and reading as means of student support and remediation as well as differentiated instructional strategies. To meet the needs of our exceptional student education and English language learners we provide classroom assistant during the course of the normal school day, as well as support from the assigned case managers who along with general education teachers provide progress reports. Occasionally or as needed the school resource team to include case managers, mentors, the guidance counselors, social worker, school psychologist, behavior specialist, as well as our MTSS team to lend support to our students so we truly are one sound, one heartbeat which is our school vision.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Bay Point will continue to focus on (WICOR) Writing Inquiry Collaboration Organization and Reading strategies throughout the school. Rigor will also be added as an expectation for student growth within all classes at Bay Point Middle School.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of WICOR is to provide a toolkit of strategies for students that will assist them in organizational methods of learning. It will guide students to comprehend materials and concepts and articulate ideas at increasingly complex levels within developmental general education and discipline based curricula. The addition of rigor serves as one of several tools used to raise the expectancy of highest student achievement among students and staff.

Provide a description of the strategy below.

Teachers will incorporate WICOR and Rigor strategies in strategically building bi-weekly lesson planning, as well as in their classroom instruction on a daily basis. WICOR and rigor incorporated into teaching/learning methodologies and critical areas such as, writing, inquiry, collaboration, organization and reading to learn. Rigor is simply the idea that if we expect students to perform at higher levels we must make it a part of the expectation and using the Marzano framework is an additional resource we will use to meet this objective.

How is data collected and analyzed to determine the effectiveness of this strategy?

This data will be collected and analyzed to determine the effectiveness of this strategy by the use of observational data such as administrator classroom walk through, reflective feedback on teacher lesson planning, peer to peer observations, FOCUS data to include student grades, one on one discussion with students and feedback as discussed with leadership team.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

As an entire school each instructional member, department head, guidance counselor, administrator, and members of any student data centered team will be responsible.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Extended Learning Program (ELP)

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of ELP is to provide students with comprehensive learning opportunities while providing academic modifications for success and providing students the necessary tools to foster accountability for their individual success.

Provide a description of the strategy below.

After reviewing data trends to include student progress reports, FOCUS grades, and other data tools ELP is offered as a tool for academic support before or after school and is facilitated by a highly qualified instructor.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected with classroom walk through data, student grades, one on one student conferences, increase in passing rate of formal and informal assessments and with the increase of level 3 and higher student data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

As an entire school each instructional member, guidance counselor, department head, administrator, social worker, literacy coach, and members of any student data centered team will be responsible.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Implementing AVID strategies in the form of Cornell notes in all class and student agendas specific to math classes to increase school wide rigor and higher and critical thinking in all subject areas.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose and rationale of this strategy is to align student metacognition and work ethic to the Florida Standards thereby increasing rigor with AVID and the Marzano framework strategies, students are better equipped to show academic success on classroom, district and state assessments reliably within an academic environment and thereby meeting the vision, mission and goal of Bay Point Middle and Pinellas County School District.

Provide a description of the strategy below.

School wide each content areas will utilize the following:

- 1) Increase activities to promote student engagement in writing.
- 2) Increase communication, common planning time and support to incorporate classroom strategies to increase writing comprehension.
- 3) Improving professional development to emphasize and use best teacher practice.
- 4) Analyze pre and post assessment data to differentiate student's instructions and content, process and product results to increase rigor and WICOR.
5. Correctly using the Marzano framework as a tool to build student accountability for academic success and to gauge when increased rigor is need or remediation through ELP.

How is data collected and analyzed to determine the effectiveness of this strategy?

Student work products and artifacts, classroom walk through, MTSS leadership meeting/feedback discussion among PLC meetings, peer to peer observation, student one on one discussion and evidence via citing task effectively in writing or in oral form.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

As an entire school each instructional member, guidance counselor, department head, administrator, social worker, literacy coach , and members of any student data centered team will be responsible.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Collaborative Lesson Planning

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is to allow for cross content lesson planning in order to increase highest student achievement, as evident in growth of level of level 3 and above student data.

Provide a description of the strategy below.

Collaborative planning is a tool that allows instructional staff to work together though in varied content areas to create curriculum to increase student achievement while aligning data to school instructional, assessment, and engagement goals to best meet the needs of their students.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected via progress reports, student grades, the increase in the enrollment of students in more rigorous an advanced level courses and the decline in the need for intensive level courses.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

As an entire school each instructional member, guidance counselor, department head, administrator, social worker, literacy coach , and members of any student data centered team will be responsible.

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Bay Point Middle School's assistant principal, and guidance counselors schedule visits to the elementary school feeder schools to educate students of the upcoming processes. Parents and students are encouraged to visit the school to meet with counselors in advance to discuss supports such as Summer Bridge, remediation via intensive reading and math if necessary. For our 6th grade cohort we facilitate a student orientation sessions and a back to school parent night for 7th and 8th grade students. Our outgoing 8th grade students are supported by administration, guidance counselors, mentors, department heads, community stakeholders, and instructional staff as they prepare for a successful transition rigorous high school level coursework. In addition the BPMS faculty consistently works toward developing curriculum centered activities guided by the Florida Standards in English/Language Arts College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language Development (vocabulary).

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

BPMS offers a section of the AVID elective course in each grade level as a means to support and encourage college and career readiness. 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. AVID offers the opportunity to allow students to take at least one advanced course per year for college readiness. The course promotes a college/career driven culture through exposure to college tutors and guest speakers. With the implementation and increased use of the AVID program; increased participation in rigorous and advanced coursework students are adequately being prepared to meet the vision and goal of our school and district. In addition students are exposed to the College Reach Out Program or CROP which is a partnership with Saint Petersburg College, which helps to promote students' exposure to higher level academe as well as grade monitoring and college entrance data to encourage highest student achievement. Students are also eligible to earn high school credits while enrolled at the middle school level which also provides a framework for preparedness for college.

Describe how the school integrates vocational and technical education programs.

With the instructional use of industry certification in technology many of BPMS students have earned a passing scores and are better equipped to continue to each such industry certifications at the secondary level. In addition Bay Point has a variety of academic based clubs such our new Project Lead the Way Elective which provides a hands on science experience for our students to increase student involvement in STEM for the secondary level.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; Ready Step with guidance counselors, students shadow at the feeder high school (CAT program) Summer Algebra Boot Camp, and Lakewood High School provides mentor-ship for the students at BPMS.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Aubrey	Amstutz	Curriculum Specialist	amstutza@pcsb.org
Megan	Balduff	Social Studies Depart Head/Teacher	balduffm@pcsb.org
Brenda	Helbling	Literacy Coach	helblingb@pcsb.org
Caroline	Heuermann	Media Specialist	Heuermann@pcsb.org
Vickie	Olson	Language Arts Teacher	olsonv@pcsb.org
James	Papia	Science Teacher	papiaj@pcsb.org
Samatha	Peifley	Assistant Prinicpal	Peifleys@pcsb.org
Andrew	Sherman	Language Arts Teacher	shermanan@pcsb.org
Katie	Swango	Math Department Head/Teacher	swangok@pcsb.org
Michelle	Von Sternberg	Science Teacher	olsonv@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The school Literacy Leadership Team is established to enhance the use of differentiated literacy strategies cross all disciplines to meet the goals set to increase student reading comprehension and to aid students in becoming critical readers and thinkers. The Literacy team is comprised of faculty that serve as literacy liaisons to help increase effective and measurable school wide literacy strategies in all classrooms.

The LLT will assist in the development and implementation of classroom literacy strategies such as:

1. Gradual release model of instruction
 2. Interactive word walls
 3. Vocabulary strategies instruction
 4. Cloze Reading
 5. Comprehension Instruction Sequence
 6. Text Coding
 7. Differentiation of reading materials
 8. Scaffolding activities to ensure academic progress
 9. Think, Pair, Share
 10. Response to reading and writing
 11. Reciprocal teaching
- Follow-up strategies include monitoring with fidelity and classroom walk-through (formal and informal observation)

The LLT is established to enhance literacy strategies in all areas of curriculum. The Team is composed of faculty that act as liaisons to help increase department wide literacy strategies in classrooms.

- The LLT assists in the development and implementation of classroom literacy strategies.
- Teacher evaluations include provision for teaching reading strategies for students. Teacher summative evaluation uses reading data as a portion of teacher performance

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Major initiatives for the LLT for this year include the following:

- 1.) Using the Marzano framework support for text complexity to increase rigor in the classroom
- 2.) Increase student autonomy to support their academic skills to improve reading comprehension
- 3.) Support for implementation of Florida Standards for Literacy in Social Studies, Science, and Technical Subjects
- 4.) Cloze Reading and the Comprehension Instruction Sequence implementation across curriculum
- 5.) Instructional Shift toward incorporation of more complex informational text
- 6.) Interactive Word Wall implementation in all class rooms
- 7.) Vocabulary strategies utilized in all class rooms
- 8.) Writing in response to Reading
- 9.) Inquiry-based instruction – text based and student generated questioning, use of collaborative structures, graphic organizers, and reading across all subject areas.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

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. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23	30	34

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24	26	30

FLORIDA ALTERNATE ASSESSMENT (FAA)**Area 1: English Language Arts (Reading)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	70	85

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38	50	62

LEARNING GAINS**Area 1: English Language Arts (Reading)**

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
6	10	15

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	5	8

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**Area 1: English Language Arts (Reading)**

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72	75	78

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15	20	25

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	40	45

ANNUAL MEASURABLE OBJECTIVES (AMOs)**Area 1: English Language Arts (Reading)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	78	85	
Black/African American	22	30	
Hispanic	63	65	
Asian	92	100	100
American Indian	100	100	100
English Language Learners (ELLs)	16	20	25
Students with Disabilities (SWDs)	7	15	20
Economically Disadvantaged	33	40	45

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL **Area 1: English Language Arts (Reading)**

What is your school's reading goal? Provide a description of the goal below.

Bay Point Middle's reading goal is to show an overall increase in reading proficient by at least 4%.

Provide possible data sources to measure your reading goal.

Scholastic Reading Inventory(SRI)- (Data collected from intensive reading program Read 180) FSA, PMRN, EOC, FCAT, DecisionEd, FOCUS, and Write Score.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Through the use of weekly and monthly reviews of the student data using FOCUS and other data collection tools, the department heads, leadership teams and our PLC members will create instructional tool to raise reading across the curriculum, as aligned to Florida Standards.	Implement rigor and WICOR through the use of AVID strategies, using the Marzano framework, and text dependent curriculum school wide.
Action 2	Plan to Implement Action 2
Strategically align to the Florida Standards by utilizing WICOR- Writing, Inquiry, Collaboration, Organization, and Rigor in each content area using the Marzano framework as a measure of student and instructional and academic growth.	<ol style="list-style-type: none"> 1. Introduce Marzano Framework to staff during preschool days for 2015-16 school term 2. Provide resources on using scales and rubrics to help drive instruction to increase WICOR and RIGOR 3. Place strategic SMART goals to monitor student growth with opportunities for support in areas of remediation.
Action 3	Plan to Implement Action 3
Implement a student literacy club to engage students in reading and also to use as device to catapult student's desire to engage in RIGOR, WICOR and increase student reading lexile's and comprehension	<ol style="list-style-type: none"> 1. Secure staff as club sponsors 2. Introduce expectations and objectives for the student literacy club 3. Set SMART goals for all student and staff participants 4. Select books to be read and use response to reading to track student engagement and comprehension

Action 4	Plan to Implement Action 4
ELP will be made available for students seeking additional support	<ol style="list-style-type: none"> 1. Select qualified or highly qualified staff to assume the role of extended learning instructional leader 2. Establish date, times and objectives for ELP 3. Monitor the effectiveness of ELP program 4. Follow up with specific feedback as evidenced from student data, observational data, student report cards and FOCUS data

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	Area 2: English Language Arts (Writing)
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	60	65

FLORIDA ALTERNATE ASSESSMENT (FAA)	Area 2: English Language Arts (Writing)
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Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	60	65

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Bay Point Middle School's writing goal is to increase student writing abilities to show student academic growth by at least 5% across the curriculum as evident with the increase of level 3 or higher, less remediation of intensive courses through the use strategic alignment to the Florida Standards by increasing rigor in the classroom and the development of rubrics and writing scales with the implementation of the Marzano framework. We will meet this goal using the following specific strategies: Site based Literacy Coach which will be embedded in Reading/Language Arts classes for the purpose of implementing lessons inspired by the Language Arts Florida Standards (LAFS) and differentiated for students based on data. In addition we will use supplemental texts, teachers will regularly include shorter, challenging passages that elicit close reading and student tracking using the Marzano Framework as a mechanism for re-teaching when necessary. Administrators will visit classrooms and provide feedback to teachers and literacy coach and together we will work collaboratively to determine the next steps. LLT and MTSS will use the ISM walk-through tool to identify trends and make plans to increase the amount of school based reading. Teachers of Social Studies/Civics continue integration of literacy standards into the existing social studies curriculum. Also LLT, Administration and Literacy Coach will monitor and support the implementation of reading programs including the use of grade appropriate complex texts in reading intervention classes using such strategies as a rotational model and small groups. English Language Arts teachers and Reading teacher follow a common pacing calendar for addressing and meeting the guidelines on the LAFS. Lastly ELA and Reading teachers will use common short and extended writing rubrics and also conducting data chats with students by Literacy Coaches and teachers will support students setting, tracking and meeting learning goals based on data and actively monitoring and reflecting on progress. Staff will be provide a training on using the Baseball Card as a means to generate reports to identify students that require remediation in reading and writing and to formulate lesson plans to support academic growth in these areas. Students will have writing embedded in all of their classes either with the use or reflective journaling and or with the AVID strategy of using Cornell Notes.

Provide possible data sources to measure your writing goal.

Student academic growth using FOCUS, Write Score, PMRN, EOC, FSA, DecisionEd, informal and formal assessments, classroom walk through data, and one on one conversations with students, parents and instructional staff.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Encourage writing in all academic courses emphasizing AVID strategies such as Cornell Notes, Writing to Learn strategies, increasing academic writing, student journaling as a means to also increase rigor and highest student achievement.	Strategically place supports in classes where the most remediation and supports are needed. Increase classroom supports from an instructional and administrative approach to support the understanding of lesson planning will drive instruction with the use of scales and rubrics.
Action 2	Plan to Implement Action 2
The LLT, MTSS, instructional staff and department heads as well as will collaborate to develop and align reading and writing strategies to increase academic writing aligned to Florida Standards.	Professional Development, peer to peer observation, peer coaching and modeling, as well as reviewing student artifacts for accuracy and growth.
Action 3	Plan to Implement Action 3
Incorporate differentiated instruction to allow for a more student centered environment which will increase student autonomy using the Marzano framework.	By using reflective data, modeled strategies and approaches for differentiated instruction such as rotational, models PLC meetings and collaboration and discussion from district personnel. sessions. In addition to creating lesson plans to reflect stages of differentiation with benchmarks in place for monitoring and reteaching as needed, teachers will visit and collaborate among each other, utilize E-Learning and the Moodle websites to gain knowledge and build sound pedagogy of this subject matter.
Action 4	Plan to Implement Action 4
Allow for specific scheduled times for instructional and support staff to reflect and analyze student work products using the lens of what the work should reflect, has the goal been met, what can we do to meet the goal, and how can we exceed the goal using the Marzano framework.	<ol style="list-style-type: none"> 1. Establish the SMART goal school wide to guide the objective 2. Post the measurable expectation and goal using scales and rubrics 3. Meet and discuss progress and plans for reteaching data when needed in PLC meetings.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21	30	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	30	

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 3: Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63	70	75

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	40	50

LEARNING GAINS**Area 3: Mathematics**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4	10	15

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	5	8

ANNUAL MEASURABLE OBJECTIVES (AMOs)**Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	73	80	90
Black/African American	27	35	45
Hispanic	57	65	75
Asian	94	100	100
American Indian	100	100	100
English Language Learners (ELLs)	15	20	30
Students with Disabilities (SWDs)	3	10	17
Economically Disadvantaged	67	75	85

MIDDLE SCHOOL ACCLERATION**Area 3: Mathematics**

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	25	30

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26	30	34

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)**Area 3: Mathematics**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
49	60	70

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29	40	50

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)**Area 3: Mathematics**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
7	15	25

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
93	100	100

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

The school's mathematics goal is for the Algebra EOC data to be reflective in showing an increase for the tested students by at least 10% academic growth as evident on classroom, district and state assessment. Bay Point Middle School continues to attempt to increase the mathematics abilities of all students across the curriculum utilizing rigor in the classroom with the inclusion of the Marzano framework, and the development of additional academic supports. In addition our goal is to increase the number of Black American students meeting Annual Measurable Objective (AMO) and lastly increase the number of students taking rigorous academic courses.

1. Increase the number of students scoring at or above proficiency on the EOC
2. Increase the number of Black American students meeting the AMO
3. Increase the number of students who are taking and/or eligible to take higher level math courses, as well as becoming involved in STEM based projects and courses.

Provide possible data sources to measure your mathematics goal.

Student produced artifacts, PMRN, EOC, FSA, DecisionEd, FOCUS, Marzano framework scales and rubrics.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
All teachers will participate in the academic coaching and modeling of effective instructional strategies process using the GRM and the Marzano framework to growth their craft and provide a beginning step for student autonomy.	<ol style="list-style-type: none"> 1. Professional Development 2. District trainings 3. Academic coursework 4. PLC collaboration 5. Classroom walk through data with feedback for teacher support and or reflection on lesson planning effectiveness.
Action 2	Plan to Implement Action 2
Extend the offer for support through our extended learning programs to students needing or desiring remediation. In addition we will have the math team and administration use ISM walk-through tool to identify trends and make plans to increases the amount of student's math achievement.	Provide supports for our ELP resources for students to support Mathematics and STEM courses. The plan that we will use to implement Action plan 2 is to begin with providing double block intensive classes for students as well as utilize the site based mathematics coach to work in conjunction with instructional and administrative staff to provide support to increase student achievement scores. SBLT, MTSS, and Department heads will meet regularly to review trend data for effectiveness and remediation as needed.
Action 3	Plan to Implement Action 3
Staff will support and encourage student and staff participation in student based clubs and activities as a means to support and thrive in academic content areas. Administrators will conduct walk-throughs for evidence of mathematics practice standards usage in math classrooms.	<ol style="list-style-type: none"> 1. Recruit for STEM and Math clubs 2. Recruit for CROP College Reach Out Program to aid in encouraging students to begin preparing for college readiness 3. Provide academic support via student progress reports and mentoring, and AVID classes. 4. Math teachers will attend ongoing Curriculum Cadre trainings as well as training on using the Base Ball Card to generate reports to retrieve student data for monitoring, student data chats, and to drive lesson plan development.
Action 4	Plan to Implement Action 4

Continue the on-going data disaggregation and analysis meetings with classroom, district and state assessed grade-levels. Community stakeholders will be encouraged to support Bay Point Middle by attending meeting, mentoring and volunteering to assist our students and staff. Using Supplemental resources teachers regularly include rigor in word problems and mathematics performance tasks. Administrators monitor and support the implementation of math programs including the intensive classes using a rotation and or small group/gradual release model for instruction.

Provide instruction which is aligned with the cognitive complexity levels of the Florida Standards. Meet with all stakeholders to review and discuss data and field opportunities to improve highest student achievement specifically within our Black student population as a means to aid in closing the achievement gap. To implement such goals utilizing the site based math and reading coach will be embedded in math classes. Teachers will meet in PLC's at least one per month to review and discuss student trends, data and student artifacts. In addition math teachers will provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem as outlined by the Florida State Standards.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22	30	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14	20	30

FLORIDA ALTERNATE ASSESSMENT (FAA) **Area 4: Science**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38	45	55

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38	45	55

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL **Area 4: Science**

What is your school's science goal? Provide a description of the goal below.

The goal at Bay Point Middle School is to intensify and support the curriculum of each class by utilizing documented data based decision making, data analysis using student artifacts form academic settings, documenting how students in on own can utilize data analysis, and encouraging science supports for all curriculum. In addition to increasing the percentage of students meeting and exceeding proficiency and increase the number of students scoring 3 or above on Science FCAT by providing differentiated instruction in context, process and product. In addition Bay Point Middle School's science goal is to increase science academic growth across the curriculum through an increase of rigor in the classroom and the development of Florida Aligned lesson planning.

Provide possible data sources to measure your science goal.

Formal and informal assessments, PMRN, EOC, FCAT, DecisionEd, FOCUS, observational data, progress reports, report cards, PLC, department head MTSS and Leadership feedback data.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increase communication between teachers and include common planning time (across content areas) into the schedule.	Permit instructional staff to meet to lesson plan and offer peer to peer observation with a reflective piece for discussion in PLC meetings.
Action 2	Plan to Implement Action 2
Students will be allotted additional instruction and remediation in EOC Science focus areas. The Professional Learning Communities will create, implement and track instructional strategies using the Marzano Framework to increase science capacity across the curriculum and also provide student data chats as a means to track and monitor their individual progress and success. Include club activities to provide interdisciplinary activities.	Science teachers will attend ongoing Curriculum Cadre trainings as well as training on using the Base Ball Card to generate reports to retrieve student data for monitoring, student data chats, and to drive lesson plan development. 1.) Science club provides 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. Which fills a gap in the curriculum that does not cover chemistry and therein provides the students with background knowledge for high school 2.) Science club also studies and re-creates 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.
Action 3	Plan to Implement Action 3
We will provide extended learning support for those students displaying a need for remediation.	Provide ELP resources for students to support science course work.
Action 4	Plan to Implement Action 4
Modeling differentiated academic instruction using student and academic data from FOCUS and other data sources to guide instruction and remediation. Students and teachers will use project based learning during instruction as well as teachers assisting and guiding students to make real world content connections. Allow students to attend academic based trips to gain real world knowledge	1. Marzano framework using rubrics and scales 2. Rotational model 3. One on One student collaboration 4. Reciprocal teaching 5. Use of AVID strategies to support an individual student focused concept within a standard classroom setting 6. Teachers will use common short and extended writing and lab rubrics 7. Science teachers will provide students with an opportunity to write lab reports during inquiry- based science projects. 8. Attend Science Fair

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section E Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
4	8

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35	50	60

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL Area 5: Science, Technology, and Mathematics (STEM)

What is your school's STEM goal? Provide a description of the goal below.

To increase student participation in STEM related activities by 10% higher than the previous year.

Provide possible data sources to measure your STEM goal.

STEM enrollment class data (magnet program), STEM science fair student participation, all through the use of student sign in data. Student participation in the STEM Expo as well as student participation in a least 2 after school STEM Academies. Increase enrollment in Science Club which is used engage the students in the study of Chemistry, Physics, Marine Science, and Computer Science.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increasing available opportunities for recruitment of STEM club activities and community exposure.	1.) Science club provides 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. Which fills a gap in the curriculum that does not cover chemistry and therein provides the students with background knowledge for high school 2.) Science club also studies and re-creates 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 the historical DaVinci and his work.
Action 2	Plan to Implement Action 2
Recruit more students to participate in more hands on activities through the Project Lead the Way elective.	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, etc.
Action 3	Plan to Implement Action 3
Teachers will include more hands on labs in their classroom lesson plans.	1.) 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, etc. 2.) Teachers will also utilize Gizmos which provides virtual lab experiments.
Action 4	Plan to Implement Action 4
Offer extended learning programs to interested students.	Include ELP resources for students to support CTE courses, informal and formal assessments as well as certification exams.

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section F

Area 6: Career and Technical Education (CTE)

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	10	15

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
74	80	87

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
10	15

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	10	15

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
95	100

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
2	3	4

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	1	2

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

To increase the number of students passing the CTE exams by at least 5 % or more. In addition to increasing CTE abilities across the curriculum by strategically aligning rigor in the classroom to state and district assessments.

Provide possible data sources to measure your CTE goal.

PMRN, EOC, FCAT, DecisionEd, FOCUS, and CTE assessment data.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Students will use on-line resources to increase chances of passing the exam.	Student participation in on-line activities will be monitored by the teacher.
Action 2	Plan to Implement Action 2
Professional Learning Communities will develop instructional strategies to increase CTE capacity across the curriculum.	Incorporate document based questioning and text dependent lessons across the curriculum.
Action 3	Plan to Implement Action 3
Students will participate in after or before school tutoring for exam preparation.	Recruit qualified or highly qualified staff to provide instructional tutoring and collect and analyze data to support the effectiveness of the tutoring program.
Action 4	Plan to Implement Action 4

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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27	35	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28	35	40

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL **Area 7: Social Studies**

What is your school's social studies goal? Provide a description of the goal below.

Our school goal is to increase social studies abilities across the curriculum through an increase of rigor in the classroom with the use of the Marzano framework. Our goal is to reflect the Civics EOC assessment with an increase pass rate of at least 10%.

Provide possible data sources to measure your social studies goal.

Performance Matters, DecisionEd, FOCUS, EOC's, formative and informative classroom assessments, and the Baseball Card.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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<p>Social Studies teacher will facilitated lesson planning and EOC formal and informal classroom assessments to align with Florida Standards.</p> <p>Social Studies teachers will regularly incorporate AVID, RIGOR an WICOR strategies in order to increase student achievement in all courses. In addition Teachers will regularly incorporate knowledge checks (formative assessments) and uses the collected data to gauge student mastery of the course content.</p> <p>Project based learning through the use of student based inquiry based projects.</p> <p>Real world learning via hands on projects.</p>	<p>Incorporate document based questioning and text dependent lessons across the curriculum to support Social Studies classes. Utilizing Social Studies content area meetings with emphasis on identifying best practices for implementing DBQS</p> <p>Finance Park Professional Development AVID District trainings for teachers Academic coursework PLC collaboration Classroom walk through data with feedback for teacher support and or reflection on lesson planning effectiveness. All teachers will participate in the academic coaching and modeling of effective instructional strategies process using the GRM and the Marzano framework to growth their craft and provide a beginning step for student autonomy.</p>
Action 2	Plan to Implement Action 2
<p>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.</p>	<p>Prompt and encourage Social Studies teachers to attend AVID training and implement AVID strategies in class and and implement and monitor on-going professional development on WICOR strategies throughout our professional learning communities. Also Incorporate document based questioning and text dependent lessons across the curriculum.</p>
Action 3	Plan to Implement Action 3
<p>Teachers will create cultural background opportunities to help students find intrinsic motivation factors that will allow them to become more engaged.</p>	<p>1.) Administrators encourage teachers to provide students with exposure to a variety of primary source documents at varying levels of complexity throughout the year and the time to scaffold the data to reach mastery using document analysis processes. 2.) Using rigor, WICOR and strategic alignment to the Florida Standards teachers will plan together to create lesson plans.</p>
Action 4	Plan to Implement Action 4
<p>Provide collaborative and common planning opportunities for teachers as well as professional development around tracking for student achievement and individualized goal setting, and student tracking of data based on the instructional needs identified through the creation of learning goals and scales and progress monitoring assessment.</p>	<p>1.) Social Studies teachers will attend on going Core Connections trainings to analyze student work plan for instruction based on student data. 2.) Social Studies teachers will use AVID strategies daily to support student achievement at all level and allow processes to be put in place for remediation when necessary. 3.) Differentiate student learning styles through the use of scales and rubrics, technology, and project based learning.</p>

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section H **Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	28	20	25
Grade 7	26	15	20
Grade 8	30	20	25

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	29	20	30
Grade 7	30	20	30
Grade 8	27	17	27

SUSPENSIONS

Area 8: Early Warning Systems

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	42	30	15
Grade 7	46	35	20
Grade 8	44	35	20

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	19	10	5
Grade 7	23	15	10
Grade 8	17	10	5

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	28	20	10
Grade 7	28	20	10
Grade 8	30	20	10

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	10	5	1
Grade 7	12	5	1
Grade 8	8	5	1

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	18	10	5
Grade 7	19	10	5
Grade 8	21	10	5

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	3	0	0
Grade 7	3	0	0
Grade 8	1	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	3	0	0
Grade 7	3	0	0
Grade 8	6	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

RETENTIONS**Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	3	0	0
Grade 7	1	0	0
Grade 8	1	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	37	25	10
Grade 7	37	25	10
Grade 8	44	30	15

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	2	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	1	0	0
Grade 8	1	0	0

Students in 6th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3	0	0

MULTIPLE EARLY WARNING INDICATORS

Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	20	15	10
Grade 8	40	20	15

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

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. Also increase number of students in ELP and after and before school tutoring. Employ AVID strategies and the Marzano framework.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Describe and identify goals, targets, and actions for Black student achievement.

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)	Add Target	Delete Target
				Increase number of students in ELP and after and before school tutoring.	
Increase the number of Black student in rigorous coursework.			15		
Decrease the number of level 1 and 2 among Black students.			15		
Increase the number of level 3 or higher among Black students.			15		
There will be an increase in African American student achievement. Teachers will create cultural background opportunities to help students find intrinsic motivation factors that will allow them to become more engaged.	32	45	55		
Increase the number of African American students meeting AMO in Math for Level 3 or higher. All teachers will participate in the coaching and modeling of effective instructional strategies process.	28	40	50		

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - 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 who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Bay Point Middle School expects all parents to participate 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 social media using 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 2014 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.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Bay Point uses the school website , Facebook and other social media and parent conferences to stay in communication with parents. There are Title 1 parent events, concerts, award ceremonies and other activities for parents to participate in with their child. Also SAC, E-mail communications, parent updates via phone calls, progress reports, volunteer opportunities.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

The process by which our school learns about the local community for the purpose of utilizing available resources to support student achievement includes data displayed on our school marquee, parent surveys, connect ed messages, email dissemination, newsletters, meetings with community stakeholders, media releases, and word of mouth.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

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.

Add PD

Delete PD

Professional Development Identified	
Related Goal(s)	Professional Learning Communities will develop instructional strategies to increase capacity across the curriculum.
Topic, Focus, and Content	Bay Point Middle School's goal is to focus and infuse the research based instructional strategies into all School Improvement Plan Goals in an effort to decrease the academic achievement gap. 1.) WICOR 2.) Extended Learning Program 3.) Summer Bridge Program 4.) Collaborative Lesson Planning
Facilitator or Leader	PLC Leader (Department Head or Instructional Coach) or as otherwise described by the administrative team.
Participants (e.g., Professional Learning Community, grade level, school wide)	Content area, grade aligned Professional Learning Community
Target Dates or Schedule (e.g., professional development day, once a month)	collaborative planning every Tuesday in addition to weekly PLC
Strategies for Follow-Up and Monitoring	Meeting sign in logs
Person Responsible for Monitoring	Monitoring attendance and implementation through walkthrough data, student assessment feedback, MTSS and Leadership meetings, Teacher observation, peer observation, PLC meeting agendas, and Focus.

PART IV**COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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.

Extended learning supplemental academic instruction funds will be used to maintain after school and summer enrichment and remediation opportunities for all students. 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.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Bay Point Middle School ensures its core instructional programs and materials are aligned to Florida Standards by using standards driven assessments and data driven instruction. We focus on curriculum that has been developed in concert with the Florida Standards and is aligned with the vision, mission, and school goals. We use instructional materials that are focused on higher order thinking skills, critical analysis, and metacognitive strategies. In addition, in order to prepare students for the performance based assessments, we use a variety of informal and formal assessment tools across the curriculum. Students can be expected to learn through explicit instruction, modeling, collaborative structures, and individual assignments including rubrics, writing prompts, multiple choice assessments, and technology based intervention strategies.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

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 goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	

<p>If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. 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.</p>	
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8-Step Planning and Problem-Solving Process

