



School Improvement Plan 2017-18

Bay Point Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Dr. Jason Shedrick	SAC Chair: Jennifer Griffith
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School Vision	The school vision for Bay Point Middle School is “One Sound, One Heartbeat Educating Students.”
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School Mission	The school mission for Bay Point Middle School is to Educate and Prepare Students for College, Career, and Life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	2%	63%	8%	6%	21%	1%

School Grade	2017: C	2016: C	2015: C	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	48	47	48	47	44	43	56	64	76	71	NA	NA
Learning Gains All	50	49	48	43								
Learning Gains L25%	33	30	34	23								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Jason	Shedrick	FT	4-10 years
Assistant Principal	Dennard	Bennett	FT	4-10 years
Assistant Principal	Samantha	Peifley	FT	4-10 years
Assistant Principal	Jason	Helbling	FT	1-3 years
Magnet Coordinator	Jennifer	Guiffre	FT	20+ years
Counselor	Deanna	Bovis	FT	4-10 years
Literacy Coach	Ivetha	Witherspoon	FT	1-3 years
Math Coach	Nicole	McGlashan-Harris	FT	Less than 1 year
Science Coach	Kate	Frederick	FT	Less than 1 year
Teacher Leader	James	Papia	FT	11-20 years
Teacher Leader	Lara	McElveen	FT	4-10 years
Teacher Leader	Corey	Tolisano	FT	1-3 years

Teacher Leader	Andrew	Slifkin	FT	1-3 years
Total Instructional Staff:	71	Total Support Staff:	4	



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

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 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.

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 Behavioral Interventions and Support program (PBIS), 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.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

During the beginning of the school year faculty are educated on Bay Point Middle school’s classroom management expectations with emphasis on behavioral expectations. Guidelines For Success (GFS) are displayed and reviewed in each classroom. The Guidelines For Success state that students should arrive to class on time, come to class prepared, and display positive behavior. Also, each classroom has their own specific, detailed expectations/rules that are developed at the beginning of the school year and reviewed frequently. Both Guidelines for Success and behavioral expectations are posted in halls, cafeteria, Media Center, and other areas around the school where students travel each school day.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

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.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

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.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Bay Point Middle School will utilize the following data sources: DecisionEd, Write Score, FSA, Data Warehouse, FOCUS SIS, PMRN, FSA, Scholastic Reading Inventory (SAM) and EDS.

Tier 1
 Reading - SRI/ Course Monitoring and FSA Assessment Data
 Mathematics - Common Assessments and FSA Assessment Data
 Writing – Write Score/FSA Assessment Data
 Science - Common Assessments & District Assessments
 Behavior -School-wide Positive Behavior Intervention Incentive Program

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Bay Point Middle School's leadership 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. School leadership will meet weekly to discuss solutions to bridging the achievement gap in addition to reviewing and analyzing school-wide data to determine the effectiveness of implemented interventions.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
The stakeholders at Bay Point Middle School will promote a positive school culture that encourages interpersonal and inter-group respect among students, families, staff, and community members. We will reduce the percentage of referrals for Class/Campus Disruption and Defiance/Insubordination by 10% during the 2017-2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will engage the staff, students, families, and community members as partners within the learning community by encouraging communication.	All Staff Members
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school?	
Bay Point Middle School will bridge the discipline gap by reducing the number of disciplinary infractions (referrals) and suspensions for black students by 25% and decreasing the disparity in referrals and suspensions for black students to reach a level that is representative of the black student population.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Bay Point Middle School will develop and implement a school-wide behavior plan that integrates all the critical components of PBIS, use culturally responsive disciplinary practices, and use a restorative approach to improving school climate.	All staff members
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
The stakeholders at Bay Point Middle School will improve school culture by promoting school spirit campus-wide.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
BPMS stakeholders will develop a plan to reflect school spirit campus-wide for all students. The first step to this involves modernizing the gymnasium and decorating the walls with Bay Point Middle School colors and logos.	School Leadership Team



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

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 learning goals and scales. Success of our efforts is measured using formal and informal assessments, PMRN, EOC, FSA, Performance Matters, FOCUS, observational data, progress reports, report cards, PLC, department head MTSS and Leadership feedback data. During the 2016-2017 school year, Bay Point Middle School improved the proficiency of our students in Reading and Writing, Mathematics, and Science.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The key areas for improvement at Bay Point Middle School are Reading and Writing, Mathematics, Science, and Social Studies. 2016-2017 FSA data was reviewed to reach this conclusion.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

The teachers of Bay Point Middle School will measure student growth in meeting state standards by utilizing the following data sources: Performance Matters, FOCUS SIS, PMRN, FSA, Scholastic Reading Inventory (SAM) and EDS.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

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).

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
The staff at Bay Point Middle School will provide a student-centered environment in the classrooms to communicate and teach critical content and bridge the achievement gap for black and non-black students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
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.	As an entire school each instructional member, counselor, department head, administrator, social worker,

	instructional coach, and members of any student data centered team will be responsible.
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Bay Point will continue to use AVID strategies. (WICOR) Writing Inquiry Collaboration Organization and Reading strategies throughout the school. Rigor will also be added as expectation for student growth within all classes at Bay Point Middle School.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
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.	As an entire school each instructional member, department head, counselor, administrator, and members of any student data centered team will be responsible.
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Bay Point Middle School will use the Extended Learning Program (ELP) to increase the amount of quality of learning time. We will also offer before and after school tutoring for academic classes.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected with classroom walkthrough data, student grades using Focus, one on one student conferences, increase in passing rate of formal and informal assessments and with the increase of level 3 and higher on FSA Assessment data.	As an entire school each instructional member, counselor, department head, administrator, social worker, instructional coach, and members of any student data centered team will be responsible.



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Based on reviewing our school’s AdvanceED climate survey, Bay Point Middle School will use strategies to encourage positive working relationships between teachers, staff, and administrators. This includes collaborative planning and instruction utilizing the Marzano framework. This will 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. Teachers, coaches, and administrators will work together towards the goal of student achievement across all subject areas.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

The teachers will be provided specific times during the school schedule to allow teachers to collaborate and review student data.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

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 bridge the academic achievement gap. These research-based instructional strategies have led to increased teacher effectiveness and student learning. The next step that will be taken to continue this trend is to increase professional development opportunities for staff members to learn during common planning PLC time. These professional development opportunities will be determined by the needs of the school according to data.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Marzano Scale Overview	Fall	Content area, grade aligned Professional Learning Community	Staff will have a clear understanding about scales and how they are used to improve overall student achievement.
Time Management	Pre-School	Content area, grade aligned Professional Learning Community	Staff will have a clear understanding about how to manage time in the classroom to maximize student learning.
Scale Focus: 2.0 and 4.0	Fall	Content area, grade aligned Professional Learning Community	Students will be able to explain how their current activities relate to the learning goal.
DQ 5: Engaging Students	Pre-School	Content area, grade aligned Professional Learning Community	Staff will utilize strategies to engage students. Sstudents will perceive activities as being meaningful.

Common Board Configuration: Learning Goals, Learning Targets, & Agendas	Fall	Content area, grade aligned Professional Learning Community	Students will be provided with a road map of what is going to take place during a class period. Students will be provided a clear focus of the class for both students and teachers.
Data Filtering on Excel	Fall	Content area, grade aligned Professional Learning Community	Staff will know how to collect and analyze data using visual graphs, charts, and tables. Staff will use new learning to create lessons based on data.
Establishing Rules & Procedures/Recognizing Adherence to Rules & Procedures	Pre-School	Content area, grade aligned Professional Learning Community	Students will exhibit appropriate behavior in the classroom.
Writing Across All Content Areas	Pre-School	Content area, grade aligned Professional Learning Community	Integration of writing across all content areas will develop good writers and will engage students as critical thinkers in all contents.



Family and Community Engagement

Connections:

District Strategic Plan • Goals 1,3,6,7
Marzano Leadership • Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

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, and volunteer opportunities. Bay Point Middle School will increase relationship by considering the four C’s: Cognition (beliefs and values), Connections (networks), Capabilities (skills and knowledge) and Confidence (self-efficacy).

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

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 2017 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.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Bay Point Middle School will increase the number of parents and families who participate in Title 1 programs.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Bay Point Middle School will advertise on social media using Facebook, and Twitter inviting parents to participate in Title 1 programs. Bay Point Middle School will also invite parents to participate by posting it on the electronic sign in front of the school.	Lara McElveen
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Bay Point Middle School will continue to be a key component of the community by having large turnouts of families for various after school events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The process by which our school increases community involvement includes clear communication with the community. This includes celebrating achievement of students by using data displayed on our school marquee, Connect Ed messages, email dissemination, and	Romeka Ogelsbee

newsletters. The school will also provide many opportunities throughout the year to have meetings with community stakeholders.	
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	Content Area & <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Vicki Olson
In 2016/2017, 48% of our students scored at the proficient level or above in ELA. The percentage of students achieving proficient or higher on the ELA Reading FSA in Spring 2017 will increase from 48% to 58%.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Literacy coaches are embedded in English/Language Arts and reading classes for the purpose of implementing lessons inspired by the LAFS and differentiated for students based on data. 	Bay Point Middle School will measure success by analyzing student academic growth using FOCUS, Write Score, PMRN, EOC, FSA, iReady, Reading Inventory, informal and formal assessments, classroom walk through data, and one on

<ul style="list-style-type: none"> • Teachers receive professional development around close reading, standards, assessment, and instructional methods. • Administrators conduct walkthroughs for evidence of reading informational texts in content classrooms. • Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach, and administrator and literacy coach collaborate to determine next steps. • Principals, in conjunction with the Literacy Leadership Team (LLT), monitor students' close reading of complex text using walk-through tools used for collecting data. • Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement during core with students to support their success with complex text. • Principals and Assistant Principals supervising ELA/Reading department will attend PLC meetings. • Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student generated topics of interest. • Use data to drive student goal setting. 	<p>one conversations with students, parents and instructional staff.</p>

Mathematics Goal	Goal Manager: Katie Swango	
We will increase the number of students who are proficient on the Math FSA from 48% to 58% as measured by the end of year Math FSA.		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
<ul style="list-style-type: none"> • Mathematics teachers follow a common pacing calendar for focusing on the same MAFS. 	Bay Point Middle School will measure success by analyzing student produced artifacts, PMRN, EOC, FSA, FOCUS, Marzano framework scales and rubrics.	

<ul style="list-style-type: none"> • Mathematics coaches are embedded in mathematics classes for the purpose of implementing lessons inspired by the MAFS and differentiated for students based on data. • Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. • Administrators conduct walkthroughs for evidence of mathematics practice standards usage in math classrooms. • Administrator visits classroom(s) and provides feedback to teacher(s) and math coach, and administrator and math coach collaborate to determine next steps. • Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards. • Principals will attend PLC meetings. • Math teachers will implement Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources. 	

Science Goal	Goal Manager: James Papia	
We will increase the number of students who are proficient on the Science SSA from 44% to 50% as measured by the end of year Science FSA.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
<ul style="list-style-type: none"> • Site based administrators will visit science classroom(s) to monitor strategy implementation and provide feedback to teacher(s) and Science Coach. • Science teachers utilize the parallel teaching approach teaching Nature of Science throughout the year in labs. • Science teachers provide students with opportunities to write lab reports during inquiry-based science projects. 	Bay Point Middle School will measure success using formal and informal assessments, Gap Assessment, EOC, FSA, FOCUS, Cycle Assessment, Performance Matters, observational data, progress reports, report cards, PLC, department head MTSS and Leadership feedback data.	

<ul style="list-style-type: none"> • Teachers meet in PLC's at least once per month to review student data (including responses to tasks, formative assessment data, gap assessment data, and quarterly district assessment data) and plan text-dependent questions, close reading, and skill/strategy based lessons to implement with students to support their mastery of the science content and remediate areas of weakness. • Using Project Based Learning during the elaborate phase of the 5E instructional model, teachers will help students make real world content connections to make content meaningful. • Administrators encourage teachers to allow students to struggle and work through science vocabulary and comprehension using appropriate strategies. • Using supplemental texts, science teachers regularly include shorter, challenging, and technical passages that elicit close reading and re-reading. • Science teachers utilize the parallel teaching approach teaching Nature of Science in context with Content. • Teachers provide students the opportunity to make a claim, test it and defend their results with evidence 	

Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: STEM	Goal Manager: Jennifer Guiffre
Bay Point Middle school will increase student participation in STEM related activities by 10% higher than the previous year.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. Increase available opportunities for recruitment of STEM club activities and community exposure. 2. Recruit more students to participate in more hands on activities through the Project Lead the Way elective. 	Bay Point Middle School will measure success by using STEM enrollment class data (magnet program), STEM science fair student participation, all through the use of student sign in data. Student

<p>3. Teachers will include more hands on labs in their classroom lesson plans.</p> <p>4. Offer extended learning programs to interested students.</p>	<p>participation in the STEM Expo as well as student participation in a least 2 after school STEM Academies.</p> <p>Increase enrollment in Science Club which is used engage the students in the study of Chemistry, Physics, Marine Science, and Computer Science.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Career and Technical Education	Goal Manager: Lara McElveen
<p>Bay Point Middle School will 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.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>The staff at Bay Point Middle school will perform the following actions in support of the CTE Goal:</p> <ol style="list-style-type: none"> 1. Students will use on-line resources to increase chances of passing the exam. 2. Professional Learning Communities will develop instructional strategies to increase CTE capacity across the curriculum. 3. Students will participate in after or before school tutoring for exam preparation. 	<p>Bay Point Middle School will measure success by using PMRN, EOC, FSA, DecisionEd, FOCUS, and CTE assessment data.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	Goal Manager: Andrew Slifkin
<p>We will increase the number of students who are proficient on the Civics EOC Assessment from 56% to 66% as measured by the end of year Civics EOC.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>The staff at Bay Point Middle school will perform the following actions in support of the Social Studies Goal:</p> <ol style="list-style-type: none"> 1. Purposeful planning by teachers will be monitored by administration and measured quantitatively and qualitatively. 2. Social Studies teachers will facilitate lesson planning and EOC formal and informal classroom assessments to align with Florida 	<p>Bay Point Middle School will measure success by using Performance Matters, DecisionEd, FOCUS, EOC's, formative and informative classroom assessments, and the Baseball Card.</p>

<p>Standards. Social Studies teachers will regularly incorporate AVID, RIGOR and 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>3. 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>4. Teachers will create cultural background opportunities to help students find intrinsic motivation factors that will allow them to become more engaged. This will be measured and monitored by administrative walkthroughs.</p> <p>5. Provide collaborative and common planning opportunities for teachers as well as professional development around tracking. This will be monitored by the administrative review of lesson plans and the collection of meeting minutes.</p>	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Advanced Coursework	Goal Manager: Jason Helbling
<p>Bay Point Middle School will eliminate the gap in advanced and accelerated participation and performance rates for black and non-black students.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>The staff at Bay Point Middle school will identify and invite the top 20% of black 7th grade students in each middle school to participate in the PCS Talent Identification Program which includes taking the SAT and/or attending the summer STEM camp.</p>	<p>Bay Point Middle School will measure success by using Performance Matters, DecisionEd, FOCUS, EOC's, formative and informative classroom assessments, and the Baseball Card.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)
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<p>Goal Name: Improve the nutritional and/or physical activity environment of Bay Point Middle School by working toward attainment of at least one additional item not currently met by the school in the Healthy Schools Inventory.</p>	<p>Goal Manager: Cassandra Salyers</p>
<p>Actions / Activities in Support of Goal</p>	<p>Evidence to Measure Success</p>
<p>For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. Target for 2017-18, is to become eligible for national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p>

Academic Achievement Gap / Required Goals

<p>Subgroup Goal (Black)</p>	<p>Goal Manager: Jason Shedrick</p>
<p>Bay Point Middle School will work to eliminate the gap between the proficiency rates in reading (ELA) and math on state and national assessments for black and non-black students.</p>	

<p>Actions / Activities in Support of Black Goal</p>	<p>Evidence to Measure Success</p>
<p>The staff at Bay Point Middle school will perform the following actions to bridge the gap in support of the black goal:</p> <ol style="list-style-type: none"> 1. Provide targeted professional development for teachers on culturally responsive strategies to increase engagement in rigorous instruction for minority learners and increase the percentage of proficient students. 2. Ensure that black students are participating in extended learning opportunities and enrichment before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources. 3. Family engagement efforts are streamlined to be result-oriented (linked to learning) by confirming that parents/families learn new tips or tools to support their child’s learning at home, practice new skills or strategies to support learning, and share knowledge about their child with the teachers to help them better support their child. 	<p>Bay Point Middle School will measure success using formal and informal assessments, Gap Assessment, EOC, FSA, FOCUS, Cycle Assessment, Performance Matters, observational data, progress reports, report cards, PLC, department head MTSS and Leadership feedback data.</p>

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Subgroup Goal (ELL)	Goal Manager: Deanna Bovis
At Bay Point Middle School there will be an increase in the achievement of English Language Learners (ELLs). Our School will increase the Comprehensive English Language Learning Assessment (CELLA) scores for ELL students in the areas of Listening/Speaking by 3 %, in Reading by 5%, and in Writing by 5%.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<p>The staff at Bay Point Middle school will perform the following actions in support of the English Language Learners Goal:</p> <ol style="list-style-type: none"> 1. Focus on the developmental nature of language learning within grade-level curriculum. 2. Increase the number of ELL students in rigorous coursework. 3. Teachers will create cultural background opportunities to help students find intrinsic motivation factors that will allow them to become more engaged. 4. All teachers will participate in the coaching and modeling of effective instructional strategies process. 	<p>Bay Point Middle School will measure success by using the CELLA test, PMRN, EOC, FSA, DecisionEd, FOCUS, and CTE assessment data.</p>

Subgroup Goal (ESE)	Goal Manager: Miranda Scibbe
At Bay Point Middle School there will be an increase in the achievement of ESE Students. Our School will increase the percentage of ESE students who score level 3 or higher in Math and English Language Arts.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<p>The staff at Bay Point Middle school will perform the following actions in support of the ESE student Goal:</p> <ol style="list-style-type: none"> 1. Student learning styles and needs will be considered in lesson planning. 2. The staff will be trained in appropriate instructional strategies. 3. All teachers will participate in the coaching and modeling of effective instructional strategies process. 4. Technology will be incorporate and will be available and used by the students. 	<p>Bay Point Middle School will measure success by using, PMRN, EOC, FSA, DecisionEd, FOCUS, and CTE assessment data.</p>

5. Classroom behavior management plan will be based on positive behavioral support strategies taught, clearly posted, and consistently implemented.	

Subgroup Goal (If Needed) ESE Identification	Goal Manager: Miranda Scibbe
Bay Point Middle School will reduce the disparity of black students being found eligible for Exceptional Student Education (ESE).	

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>The ESE Team at Bay Point Middle School will work with the district ESE Department to perform the following actions that support the ESE Identification goal:</p> <ol style="list-style-type: none"> 1. Identify and evaluate students who may be in need of special education and related services to support their learning. 2. The Exceptional Student Education (ESE) department will initiate a record review for new to Pinellas transfer students with a <u>primary</u> EBD eligibility from outside of the district to determine most appropriate services in PCS. A re-evaluation will be initiated within 20 school days. Students will receive current IEP services during the time they are being reevaluated. 3. The Exceptional Student Education (ESE) department will initiate a records review and re-evaluation as needed for black students who are designated with a primary eligibility of EBD. Additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable. 	<p>Bay Point Middle School will measure success by using, PMRN, EOC, FSA, DecisionEd, FOCUS, and CTE assessment data.</p>



Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note:

For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	Grade Select	Grade	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)									
Students with excessive absences / below 90 %	37	30	37					104	11
Students with excessive behavior / discipline**	30	32	18					80	9
Students with excessive course failures**	2	7	4						
Students exhibiting two or more Early Warning indicators									

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Bay Point Middle School will decrease the number of students absent 10% or more from school by 5%.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
<p>The staff at Bay Point Middle school will perform the following actions in support of the Attendance Goal:</p> <ol style="list-style-type: none"> 1. Bi-Monthly Child Study Team Meetings, including all required members, that address students that have missed 10% or more of school and look for trends of why students are not attending school. 2. Completion of the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers that cause students to miss school. 3. Develop and implement interventions that target identified reasons/barriers to school attendance. 4. Develop attendance incentive programs and competitions. 		<p>Bay Point Middle School will measure success by using the following data sources:</p> <p>Data on the percentage of students absent 10% or more from school.</p> <p>Child Study Team minutes with interventions listed.</p>

<p>5. Utilize the new attendance letters that include graphs comparing the absences of peers.</p> <p>6. Ensure that our students who are chronically absent meet regularly with a mentor.</p> <p>7. Ensure families are aware of the importance of attendance and engage them in attendance related activities.</p>	

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Bay Point Middle School will reduce the percentage of referrals for Class/Campus Disruption and Defiance/Insubordination by 10% during the 2017-2018 school year.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
<p>Bay Point Middle school will perform the following actions to reduce the percentage of referrals for Class/Campus Disruption and Defiance/Insubordination:</p> <ol style="list-style-type: none"> 1. School-Wide Expectations will be communicated with students, parents, and staff. 2. We will make weekly communication of school expectations. 3. We will provide opportunities for students to become involved in a variety of school clubs. 4. SBLT and MTSS will work together to implement PBIP and FBAs. 		<p>SBLT meets bi-weekly each month to monitor improvement.</p> <p>FOCUS data to be monitored closely by school leadership.</p>

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Bridging Student Discipline Gap		
Bay Point Middle School will reduce the percentage of disciplinary infractions (referrals) and suspensions for black students by 10% for the 2017-2018 school year. This percentage will be at a level that is representative of the black student population.		
Actions / Activities in Support of Goal		Evidence to Measure Success
<ol style="list-style-type: none"> 1. Develop and implement a school-wide behavior plan that integrates all the critical components of PBIS. 		<p>SBLT meets bi-weekly each month to monitor improvement.</p>

<p>2. Use of culturally responsive disciplinary practices.</p> <p>3. Implementation of restorative approach to improving school climate and teach social emotional competencies.</p>	<p>FOCUS data to be monitored closely by school leadership.</p>

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Bay Point Middle School’s early intervention and dropout prevention program involves MTSS leadership, SBLT, LLT, and department heads who collaborate and analyze student data to develop strategies to create interventions to address academic intervention. Bay Point Middle school offers extended learning opportunities for students before and after school led by content area specific teachers.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
 Bay Point Middle School anticipates that 0% of 6th graders, 5% of 7th graders, and 10% of 8th graders will exhibit two or more early warning indicators during the 2017-2018 school year.

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>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.</p>	<p>Bay Point Middle School will use FOCUS data, PMRN, EOC, FSA, and DecisionEd to measure success.</p>

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	71	% with advanced degrees	Appx 20
% receiving effective rating or higher	TBA	% first-year teachers	<1
% highly qualified (HQT)*	100	% with 1-5 years of experience	Appx 37
% certified in-field**	100	% with 6-14 years of experience	Appx 28
% ESOL endorsed	Appx 16	% with 15 or more years of experience	Appx 19

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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 – Instructional Coaches (Ongoing)

Bay Point Middle School will retain highly qualified instructional staff by doing the following:

1. Mentoring for all teachers in their first year of teaching from experienced teachers, coupled with shared planning.
2. Ongoing professional learning embedded in planning and professional development time.

 SAC Membership

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

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SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 9/5/2017
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Deanna Bovis
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Please state the days / intervals that your team meets below.
The School Based Instructional Leadership Team meets on a weekly basis including the (MTSS) Multi-Tiered System of Support Team.

Budget / 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. Attached budget if preferred.

The projected use of school improvement funds will be used for evidence-based programs/materials, professional development, and technology. The amount allocated is \$9700.