

Pasco County Schools

# Bayonet Point Middle School



2015-16 School Improvement Plan

## Bayonet Point Middle School

11125 LITTLE RD, New Port Richey, FL 34654

www.pasco.k12.fl.us

### School Demographics

#### School Type

Middle

#### 2014-15 Title I School

Yes

#### 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

82%

#### Alternative/ESE Center

No

#### Charter School

No

#### 2015-16 Minority Rate (Reported as Non-white on Survey 2)

31%

### School Grades History

Year  
Grade

2014-15  
C\*

2013-14  
D

2012-13  
C

2011-12  
B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Pasco County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>33</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>35</b>
Professional Development Opportunities	36
Technical Assistance Items	38
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Bayonet Point Middle School is to develop a strong academic and social foundation to successfully transition all students to the next level for future success.

##### **Provide the school's vision statement**

Bayonet Point Middle School will provide every student with the opportunity to achieve at his/her fullest potential in a safe environment, empowering them to focus on lifelong learning, responsible citizenship, and global awareness.

#### School Environment

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

Prior to school starting, incoming sixth grade students will participate in an introductory sixth grade academy. Here they will learn about the transition to middle school, meet their teachers, and pick up their schedules. They will become familiar with school wide expectations and learn how to successfully navigate middle school. New and returning students will participate in Meet the Teacher Day, where they will pick up their schedules and see their classrooms. Once school starts, all students will engage in a suspended curriculum that will focus on teaching skills for success in all subject areas. Skills include understanding learning styles, note taking, study skills and time management, general organizational skills, communication skills, cooperative learning, responsible citizenship, as well as first impressions and accountable talk. In addition, behavior expectations will be taught, practiced, and reinforced. Administration will follow up with transportation expectations, defining bullying, and responsible digital citizenship information. Students will be invited to participate in the Principal's Council to provide feedback and hone current school policies and procedures. Finally, Bayonet Point Middle School will join with Fivay High School to serve students and their families a dinner twice a month. During these dinners, staff members will be available to assist families with homework questions and strategies, and provide family education.

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

We will continue our Bullying Committee, which consists of selected staff and students. Once school starts, all students will engage in a suspended curriculum that will focus on teaching skills for success in all subject areas. Skills include understanding learning styles, note taking, study skills and time management, general organizational skills, communication skills, cooperative learning, responsible citizenship, as well as first impressions and accountable talk. In addition, behavior expectations will be taught, practiced, and reinforced. Administration will follow up with transportation expectations, defining bullying, and responsible digital citizenship information. Students will be invited to participate in the Principal's Council to provide feedback and hone current school policies and procedures. Our School Resource Officer also works with all sixth grade students in the GREAT program.

##### **Describe the schoolwide 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**



At Bayonet Point Middle School, we continue to work through our monthly Discipline Committee to create, monitor & revise attendance, cell phone, dress code, class behavior and school-wide discipline procedures. These procedures will be addressed during the suspended curriculum and will be shared with parents at the Open House and via first week School Connects phone call. The students will be provided with opportunities to earn rewards for demonstrating positive behavior and helping each other. Teachers will use class time during the first week to establish and teach students classroom procedures. We utilize Student Support and Assistance Program (SSAP) teachers and the Behavior Specialist for push in and pull out services for our students needing additional behavior and/or organizational skills. In addition, Attendance and Bullying Committees are refining proactive plans to address concerns in these areas. Several professional development opportunities will be available for teachers, including student engagement, classroom management, grouping strategies, differentiated instruction, as well as a book study on motivating students to take ownership of their learning.

**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**

Our school's guidance program works to offer students support and assistance on a daily basis. School counselors and our Behavior Specialist proactively work with all students to manage behavior to keep all students academically engaged in classes. Selected students will participate in affective, social skills, self advocacy, anger management, and conflict resolution groups that will be facilitated by our Behavior Specialist, school counselors, and instructional assistants. Our ESOL Instructional Assistant actively works with our English Language Learners to help them adapt and adjust to new and unfamiliar surroundings by working with classroom teachers and staff to understand their unique needs. Additional support staff, which includes the School Psychologist, School Social Worker, School Nurse, and Attendance Specialist support staff and students in a variety of areas that meet individual needs and concerns.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Our EWS is set up to flag students who have 2 or more of the following concerns:

- \* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- \* One or more suspensions, whether in school or out of school
- \* Course failure in English Language Arts or mathematics
- \* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Our EWS PLC consists of the Student Services team (school counselor, school psychologist, school social worker, school nurse), Behavior Specialist, SSAP teacher, classroom teacher - basic and/or ESE, and administrator. The team meets biweekly to review individual student data for each of the above areas and to plan for tiered interventions to support the student needs. There is an emphasis on academic and social/emotional needs, with increasing instructional time or intensity of support, based on individual needs.

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	20	40	44	104
One or more suspensions	9	44	49	102
Course failure in ELA or Math	8	55	50	113
Level 1 on statewide assessment	49	59	62	170

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	13	58	59	130

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

TIER 1:

What we need to do at school for students – Administration & All Staff

1. Create a safe & nurturing environment
2. Open lines of communication with students
3. Suspended curriculum to teach school-wide & classroom expectations
4. Provide time for classroom reflection – students & teachers
5. Offer multiple avenues for learning & participation
6. Teach students to appreciate differences
7. Family connections through bi-weekly meals and education
8. After hours tutoring with transportation provided

What we need to do at school for staff – Administration

1. Provide school-wide training for staff to recognize the signs of bullying
2. Provide resources for teachers wishing to learn & do more about bullying
3. Help establish general classroom management strategies
4. Provide school-wide suspended curriculum for students
5. Provide easy-access for students and parents to report concerns to the office
6. Recognize students & celebrate those who take a stand for others
7. Utilize leadership team to facilitate school initiatives

TIER 2: Small group supports.

What we need to do at school for students – Teachers, Student Services Team, SSAP, Behavior Specialist, and Discipline Instructional Assistant

1. Small group counseling supports for students
2. Small group training to speak up against aggressors throughout school day
3. Affective curriculum
4. SSAP pull out supports for course recovery
5. SSAP push in supports for students in basic classes
6. Saturday School for additional academic supports and behavior reflection
7. After School Academic Support with transportation for students who need additional instructional time.

TIER 3: Individual supports for students and aggressors. To be further developed once Tier 1 is in place

What we need to do at school for students – Student Services Team, SSAP and Behavior Specialist

1. Pay It Forward – Positive Check In / Check Out for select students
2. Individual counseling supports & referrals to community agencies for bullying victims

3. SSAP push in supports for students with academic, organizational and social/emotional needs
4. Behavior plans developed for individual students based on identified needs
5. Weekly monitoring of discipline referrals to target students who receive 5 or more in order to provide individual behavior assessment and improvement plan

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

We utilize our School Advisory Council and our Parent Involvement Liaison to build and sustain partnerships with local community and business partners. Potential partnership candidates are identified and asked to support the school in a variety of ways, such as donations, volunteers, and resources. We are piloting the WATCH Dog program for the middle school this year. This program encourages fathers to take an active role in their children's education at least one day every school year. We are also collaborating with the high school where we are temporarily housed to provide biweekly family activities, student homework assistance, parent information sessions in conjunction with community agency supports, and meals to the entire family.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Carrino, Shelley	Principal
Wild, Kathy	Assistant Principal
Luter, Laura	Assistant Principal

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Mark Babiarz-Math Department Manager  
Martha Babiarz-Literacy PLC Facilitator  
Lori Cline-Literacy Department Manager

Vicki Entwistle-ESE Department Manager  
 Kristy Heimbach-Math PLC Facilitator  
 Renee Jonas-Math ITC  
 Darlene Keller-EWS PLC Facilitator  
 Heather McDermott-ELA PLC Facilitator  
 Susan Miller-ESE PLC Facilitator  
 Megan Riley-Social Studies Department Manager  
 Lacie Stern-Science PLC Facilitator

All members of the instructional leadership team share in the decision making process at Bayonet Point Middle School during our monthly meetings and discussions. Instructional leadership team members will deliver staff development centered around high impact instruction, data driven decisions, and collaborative culture. They will model best teaching practices by opening their classrooms for observations. Said members will also work with remaining faculty and staff so all instructional members of Bayonet Point Middle School work toward a common goal.

***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***

Title I funds have been used to hire an additional teacher in the area of math as well as an Instructional Trainer Coach, who will work with teachers to develop engaging lessons and provide additional small group instruction. Funds have also been used to hire a Behavior Specialist, an Instructional Assistant, and a Parent Involvement Coordinator to address staff identified areas of need. Title 3 funds will be used to provide supports for our English Language Learners to receive after school support and immerse them in the English language across content areas. In addition, PLC meetings are held four times a month, where departments and teams of teachers collaborate on best instructional practices to increase and monitor student achievement. Additionally, weekly team meetings focus on grade specific content information as well as student concerns. The updated Early Warning System will be utilized to identify students needing additional supports in order to be successful. Furthermore, In School Staffings, School Based Intervention Team meetings, and Teacher Based Intervention meetings will be held to identify and discuss students in need of differentiated instructional strategies to be academically successful.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Shelley Carrino	Principal
Kathy Horten	Teacher
Laura Luter	Teacher
Martha Babiarz	Teacher
Geri Briggs	Education Support Employee
Joan Rosalia	Education Support Employee
	Student

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The School Advisory Council had opportunities to evaluate last year's school improvement plan. The school improvement plan in draft form was provided to the SAC for discussion at one of our meetings. SAC members were able to ask clarifying questions. A vote was then taken to approve the school improvement plan.

*Development of this school improvement plan*

The Title 1 team met at the end of the school year to provide a framework for the SIP goals. The Leadership Team took this input to fine-tune the plan that was in place last year. This was done via a Leadership Summit held over the summer. Our vision includes multiple advisory groups, including attendance, bullying awareness, discipline, early warning system, healthy foods, safety, and staff/student recognition. Results of the 2014 Gallup poll of students and staff were used as the overall guiding direction to increase staff/student engagement and student hope on the campus. In addition, departments worked in their PLCs to analyze content-specific data, generate hypotheses for student performance, target specific skills related to reading, writing and math, and develop school-wide learning goals for the students to demonstrate growth over time. All PLC input was considered when developing the benchmarks for the SIP.

*Preparation of the school's annual budget and plan*

Every aspect of the school budget has been broken down and analyzed to maximize learning supports for the students. Title 1 Funds were scrutinized and amendment requests were provided to the school board for approval. Our goal was to best utilize funding for additional math supports and to still allow funding for family involvement activities related to academics and social/emotional needs of students. An after-hours academic support program with transportation provided was funded. Additional funds were allocated for staff to address social/emotional needs of our students and after hours/evening family activities.

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

- 1) Request to fund additional summer hours for the Principal's secretary to handle payroll paperwork, transfer paperwork of employees, and anticipated new hire paperwork. (\$1650)
- 2) Funds were requested to take students to Kennedy Space Center for the 8th Grade Science classes...money would fund busses (\$1500.00)
- 3) Clickers for recording student responses in the classroom (\$1300)
- 4) BMX Bike Show for students who received 0 discipline referrals spring semester (\$900)
- 5) Honors Banquet (\$950)

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Carrino, Shelley	Principal
Wild, Kathy	Assistant Principal
Luter, Laura	Assistant Principal

## Duties

### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team works with instructional staff members to promote literacy and fluency with technology across all content areas. Teachers and administrators attend PLC meetings and team meetings, where literacy strategies are discussed. Cross curricular strategies are discussed as well. In addition, ESOL students will be provided after hours enrichment, based upon level of English proficiency, with transportation provided via Title III funds.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teacher planning time during the day is grouped by teams to allow for collaboration on unit lessons. In addition, Professional Learning Community (PLC) meetings are held each week with all grade levels contributing to the review of student data and unpacking of standards. Quarterly share out sessions have been scheduled for PLCs to share their work school wide. Work done in PLCs will be uploaded in Canvas for all teachers to have access to and utilize.

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

Staff input is obtained via the leadership team and face-to-face meetings, whenever possible, for school procedures and issues impacting the teachers. Weekly monitoring of classroom instruction is provided via administrative walk-throughs, with feedback provided to the teachers the same day. The administrative team takes time to recognize and celebrate positive contributions by staff and faculty through emails, public notices in the workroom and special incentives. When a teaching position becomes available, we advertise for highly qualified teachers with the appropriate certification for the subject needed. We continue advertising until we have the right applicant for the position rather than settling for a lesser candidate.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

First year teachers are provided a school-based mentor to assist with learning of the school procedures and curricular content. At this time, we have two new teachers who have been assigned a mentor teacher in their specific content areas. Mentors assist the new teachers in accessing materials and supplies on campus, facilitating classroom management skills, delving into curriculum through collaborative planning and PLC time, and mastering required classroom competencies. In addition, our Math Coach provides ongoing support to all math teachers through push in services for our lowest performing students, modeling of new instructional strategies and best practices, providing constructive feedback and collegial coaching supports and offering high achieving students enrichment activities to prepare for high school credit courses.

## Ambitious Instruction and Learning



## Instructional Programs and Strategies

### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Bayonet Point Middle School ensures that our core instructional programs and materials are aligned to Florida's standards because we use state adopted textbook and curriculum resources. Teachers have unpacked standards to plan engaging lessons that focus on mastery of Florida standards. Teacher participation in professional learning communities is another way to ensure that instructional programs and materials are aligned to Florida standards.

### Instructional Strategies

***Describe how the 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***

The staff of Bayonet Point Middle School uses data to meet the diverse needs of students in a variety of ways. Teachers and support staff provide small group instruction to students needing additional support in order to attain proficient levels on state assessments. Teachers provide additional support during lunch periods and after school. An after school Opportunity Hall with transportation will be offered for students needing additional supports as well. ESOL students will be provided additional after school enrichment opportunities paid for by Title III funds with transportation provided as well. Bayonet Point also has two SSAP teachers who offer much smaller, more individualized instruction for students who are behind.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

Extended School Day is a program offered after school two days a week to students who need additional academic support in order to be successful.

#### ***Strategy Rationale***

Students who attend the Extended School Day program require additional supports in reading, writing, and math in order to be successful. In the program, they learn skills and strategies that will increase the likelihood they will achieve a passing score on standardized assessments.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Wild, Kathy, [khorten@pasco.k12.fl.us](mailto:khorten@pasco.k12.fl.us)

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Test results demonstrating student proficiency or growth.

## Student Transition and Readiness

## **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

The school counselors presented middle school information to our feeder pattern elementary schools. Our ESE staff planned ahead collaboratively throughout the school year with the feeder pattern schools to prepare supports for incoming student needs. We also partner with our feeder pattern high schools for outgoing students to create articulation procedures as a way for students to successfully transition from one level to another. We provided time during the school day for the 8th graders to meet with their respective high school counselors and learn about course and graduation requirements. This year we also instituted a 6th Grade Academy which provided our new 6th grade students and their families an overview of middle school and allowed them to complete registration paperwork, pick up schedules and meet their teachers before school began.

## **College and Career Readiness**

### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Bayonet Point Middle School partners with several community agencies including

1. Junior Achievement comes into our school during January for a wonderful, fun-filled morning of activity and learning which meet Common Core standards. The Diploma-see: Economics of Success program consists of several activities to help students understand the principles of Personal Finance and the benefits of obtaining an education. Volunteers from our local business community will lead each eighth grade class through a series of hands on activities that help students realize the importance of an education when they enter the workforce. Students will explore their personal skills and interests, various career opportunities, credit, insurance, personal budgeting and the consequences of the decisions they make today on their future. They are encouraged to define what success means for them individually and to set goals to attain their success. The program includes practical information about the following key topics: choices and self-knowledge, education and career options, budgeting, using credit, credit score, and financial risk. The material correlates well to state social studies, English, and math standards, as well as to the Common Core State Standards in English/language arts and mathematics.
2. BPMS also provides opportunities students to take college campus tours and expose them to college life. These tours are meant to encourage and motivate students who do not believe that college is an option for them.

### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

BPMS provides vocational education exploration programs in the areas of business and technology. The 7th and 8th grade students participate in semester-long courses in order to learn more about career components and requirements for professions utilizing these skills. At this time, there are no industry certification programs offered on the middle school campus.

### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Our vocational teachers have been included in the District vocational PLC. The vocational programs and their hands-on experiences appeal to our students and serve as a motivator to attend school. As BPMS focuses on reading comprehension and writing across the content areas, the vocational teachers will provide opportunities for our students to apply these core academic skills. The various vocational competitions and awards also focus on application of higher order thinking and problem-solving skills and help students develop essential team building skills.



**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), Florida Statutes**

N/A at middle school level

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

#### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By June of 2016, BPMS will implement student engagement strategies, use of technology across curriculum areas and teacher professional development that will lead to improved classroom management skills, thus reducing school-based disruptive discipline referrals (2B - 297 referrals, 2R - 491 referrals and 2F - 94 referrals) by 20% while increasing amount of instructional time each class period.
- G2.** By offering staff development in high impact instructional strategies, parent workshops and after-school tutoring (including transportation), we will decrease student failure rate in language arts and math by 50% in all 3 grade levels.
- G3.** Through tiered interventions, developed relationships, regular parent contact and close monitoring of student absences, student attendance (75.8% had 90% attendance for 2014-15 school year) will increase to 80% of students being present at school 90% or more of the time.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** By June of 2016, BPMS will implement student engagement strategies, use of technology across curriculum areas and teacher professional development that will lead to improved classroom management skills, thus reducing school-based disruptive discipline referrals (2B - 297 referrals, 2R - 491 referrals and 2F - 94 referrals) by 20% while increasing amount of instructional time each class period. 1a

G072888

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	705.0
Math Achievement District Assessment	75.0
ELA Achievement District Assessment	75.0
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- Suspended curriculum to establish expectations and make students aware of policies.
- Staff Development focusing on classroom management strategies for disruptive behaviors and to engage students in rigorous instruction.
- Utilize Behavior Specialist and Instructional Assistants to work with students, teachers, and parents to help reduce repetitive disruptive behaviors.
- Emphasis in tiered interventions prior to In-School Suspension and alternatives to suspension including Saturday School and after hours detention with transportation.

**Targeted Barriers to Achieving the Goal** 3

- Lack of consistency enforcing policies in previous years.
- Teachers relying on In School Suspension as a solution to disruptive classroom behavior.
- Lack of student engagement

**Plan to Monitor Progress Toward G1.** 8

Discipline referral data will be pulled weekly for PLC analysis and reviewed at monthly discipline committee meetings. The Discipline Committee will review these behaviors and implement a school-wide plan to reduce behaviors. Student performance data will be analyzed.

**Person Responsible**

Laura Luter

**Schedule**

Weekly, from 9/8/2015 to 5/31/2016

**Evidence of Completion**

Results will be graphed/charted and shared with staff in teacher workroom and at designated meetings.

**G2.** By offering staff development in high impact instructional strategies, parent workshops and after-school tutoring (including transportation), we will decrease student failure rate in language arts and math by 50% in all 3 grade levels. 1a

 G072889

**Targets Supported** 1b

Indicator	Annual Target
2+ Course Failures - Middle Grades	50.0

**Resources Available to Support the Goal** 2

- District Support Team specialists in Language Arts, Reading and Math
- Graduation Enhancement Teachers for student support in the classroom and course recovery options
- Parent Involvement liaison
- Watch Dog mentoring program
- Collaboration with the high school to provide biweekly student supports and parent education opportunities

**Targeted Barriers to Achieving the Goal** 3

- Parent involvement
- Student Engagement

**Plan to Monitor Progress Toward G2.** 8

Weekly eSembler reports will be reviewed with students during each tutoring session.

**Person Responsible**

Shelley Carrino

**Schedule**

Weekly, from 9/24/2015 to 5/12/2016

**Evidence of Completion**

Student documentation and reflection logs and signed eSembler reports by parents.

**G3.** Through tiered interventions, developed relationships, regular parent contact and close monitoring of student absences, student attendance (75.8% had 90% attendance for 2014-15 school year) will increase to 80% of students being present at school 90% or more of the time. 1a

G072890

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	80.0

**Resources Available to Support the Goal** 2

- Attendance Specialist
- Student Services team (School psychologist, school social worker, school nurse)
- Northwest Regional Support Team
- Early Warning System PLC
- Teachers grouped in teams for better collaboration

**Targeted Barriers to Achieving the Goal** 3

- Student motivation/engagement
- Parent support & participation in the educational process

**Plan to Monitor Progress Toward G3.** 8

EWS will monitor attendance rates and compare by quarter, posting results for teachers and students to review.

**Person Responsible**

Shelley Carrino

**Schedule**

Quarterly, from 8/21/2015 to 5/31/2016

**Evidence of Completion**

During weekly PLC meetings, EWS team will review data for commonalities and document interventions

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** By June of 2016, BPMS will implement student engagement strategies, use of technology across curriculum areas and teacher professional development that will lead to improved classroom management skills, thus reducing school-based disruptive discipline referrals (2B - 297 referrals, 2R - 491 referrals and 2F - 94 referrals) by 20% while increasing amount of instructional time each class period. **1**

 G072888

**G1.B1** Lack of consistency enforcing policies in previous years. **2**

 B190301

**G1.B1.S1** Inform students via suspended curriculum of policies and expectations at the start of the year. Use posters to visually remind students of policies and expectations (post around school). **4**

 S201687

### Strategy Rationale

Educating students, empowers them to make the right choices.

### Action Step 1 **5**

Develop curriculum that address the school expectations for the year, tardy policy, dress code policy, wireless communication device policy, and attendance policy as well as zero tolerance and anti-bullying.

### Person Responsible

Shelley Carrino

### Schedule

On 8/28/2015

### Evidence of Completion

Decrease in discipline referrals related to disruptive behavior. Decrease in number of days of suspension (either ISS or OSS)

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Discipline Committee will review data and get feedback from the staff, students, and parents on the effectiveness of the suspended curriculum and student compliance with the policies.

**Person Responsible**

Laura Luter

**Schedule**

Monthly, from 9/21/2015 to 9/25/2015

***Evidence of Completion***

Survey completed by staff and survey from parents at Open House

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Discipline and attendance reports will be run weekly and data analyzed to determine the effectiveness of the implementation of these new policies and consequences.

**Person Responsible**

Laura Luter


**Schedule**

Monthly, from 9/8/2015 to 5/31/2016

***Evidence of Completion***

Discipline and attendance data will be collected from Pasco Star and TERMS and documented in google.docs so that comparisons can be made to prior data.

**G1.B2 Teachers relying on In School Suspension as a solution to disruptive classroom behavior.** 2

 B190302

**G1.B2.S1 Encourage teachers to build relationships with students as well as provide staff development on classroom management and student engagement.** 4

 S201688

**Strategy Rationale**

Creating positive relationships with students develops trust and structure that enables teachers to keep students in class thereby increasing time on task which can lead to increased student achievement.

**Action Step 1** 5

Provide teachers with staff development in classroom management targeting minor classroom disruptive behaviors and ways to increase student engagement.

**Person Responsible**

Shelley Carrino

**Schedule**

Quarterly, from 8/20/2015 to 5/31/2016

**Evidence of Completion**

Staff sign in sheet, staff feedback survey, quarterly engagement survey for students

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Classroom observations will show implementation of classroom management and students engagement strategies taught to staff.

**Person Responsible**

Laura Luter

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Decrease in number of days of suspension (ISS) and data collected by EWS PLC will show increased attendance, student performance in classes and decrease in number of ODRs.



**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Number of students days in ISS decreases

**Person Responsible**

Shelley Carrino


**Schedule**

Monthly, from 8/24/2015 to 5/31/2016

**Evidence of Completion**

Number of students days in ISS decreases

**G1.B3 Lack of student engagement** 2

 B190303

**G1.B3.S1** NW Regional support and training on student engagement provided on a monthly basis to instructional staff. 4

 S201689

**Strategy Rationale**

By empowering teachers to use research-based and engaging classroom strategies and providing technology to enhance learning, student engagement in the classroom will result in increased learning gains and a decrease in student disruptive behaviors.

**Action Step 1** 5

NW Regional support and training on student engagement provided on a monthly basis to instructional staff

**Person Responsible**

Shelley Carrino

**Schedule**

On 5/31/2016

**Evidence of Completion**

Sign in sheets from training, Admin and district staff walk throughs, documentation of student engagement strategies in lesson plans.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

NW Regional support and training on student engagement provided on a monthly basis to instructional staff

**Person Responsible**

Shelley Carrino

**Schedule**

On 5/31/2016

***Evidence of Completion***

Teacher deliberate practice, lesson plans, administrative walk throughs, conversations with students

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Student performance in the classroom increases as a result of more time on task and a decrease in disruptive behavior

**Person Responsible**

Shelley Carrino

**Schedule**

On 5/31/2016


***Evidence of Completion***

Student grades, discipline referrals

**G2.** By offering staff development in high impact instructional strategies, parent workshops and after-school tutoring (including transportation), we will decrease student failure rate in language arts and math by 50% in all 3 grade levels. 1

 G072889

**G2.B1** Parent involvement 2

 B190304

**G2.B1.S1** After school tutoring will include transportation to allow students time to improve their skills in Language Arts and Math. In addition, monthly parent workshops will be held, which will provide parents assistance and resources to help their child(ren) at home. Parents will be invited to educational workshops and seminars that will keep them current on happenings in the school as well as inform them of the standards their child(ren) are learning, as well as updates on testing platforms. 4

 S201690

**Strategy Rationale**

If we offer transportation to our students, then more students will have the ability to take advantage to get the assistance they need. We will see an improvement in student grades and a decrease in student failure rates.

**Action Step 1** 5

After school tutoring with transportation will be provided to all students weekly.

**Person Responsible**

Shelley Carrino

**Schedule**

Monthly, from 9/24/2015 to 5/12/2016

**Evidence of Completion**

Bi-quarterly monitoring of grades; Report cards and Progress reports will reflect a decrease in the number of failing grades. Students will also monitor their grades on a weekly basis during this study hall via eSembler.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Bi-quarterly monitoring of grades; Report cards and Progress reports will reflect a decrease in the number of failing grades. Students will also monitor their grades on a weekly basis during this study hall via eSembler.

**Person Responsible**

Shelley Carrino

**Schedule**

Weekly, from 9/24/2015 to 5/12/2016

***Evidence of Completion***

Report cards, Progress reports, and eSembler reports.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Student attendance and participation and reflection logs.

**Person Responsible**

Shelley Carrino


**Schedule**

Weekly, from 9/24/2015 to 5/12/2016

***Evidence of Completion***

Progress reports and Report cards will demonstrate a decrease in low grades and failure rates.

## G2.B2 Student Engagement 2

 B190305

**G2.B2.S1** Teachers will utilize the skills they learn in the student engagement PD provided by the NW Regional team 4

 S201691

### Strategy Rationale

Use of critical thinking and problem solving skills will help students take ownership of their learning and increase the time spent on task

### Action Step 1 5

Teachers will participate in monthly student engagement training and apply those skills to their classrooms.

#### Person Responsible

Shelley Carrino

#### Schedule

Monthly, from 8/20/2015 to 5/31/2016

#### Evidence of Completion

Observational data during walk throughs will show higher levels of student engagement and productivity

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Weekly walk throughs by administration providing teacher feedback, quarterly walk throughs with District team, PLC use of data to monitor student improvement over time

#### Person Responsible

Shelley Carrino

#### Schedule

Weekly, from 9/24/2015 to 5/12/2016

#### Evidence of Completion

Curriculum Based Assessment, Quarterly assessments, common assessments by subject area

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Student grades will be monitored.

**Person Responsible**

Shelley Carrino

**Schedule**

Quarterly, from 9/24/2015 to 5/12/2016


**Evidence of Completion**

Quarterly progress reports and report cards

**G3.** Through tiered interventions, developed relationships, regular parent contact and close monitoring of student absences, student attendance (75.8% had 90% attendance for 2014-15 school year) will increase to 80% of students being present at school 90% or more of the time. 1

 G072890

**G3.B1 Student motivation/engagement** 2

 B190306

**G3.B1.S1** BPMS provides clubs during the school day, after-school activities that students are interested in, and sports to get them excited about coming to school and wanting to perform well. 4

 S201692

**Strategy Rationale**

Students who are excited about coming to school (for whatever reason) tend to do better in classes, stay on task, and have less attendance and discipline concerns.

**Action Step 1** 5

Students must maintain good grades (C or higher), good attendance and good discipline in order to participate in clubs, sports and after-school activities.

**Person Responsible**

Shelley Carrino

**Schedule**

On 5/31/2016

**Evidence of Completion**

All students are assigned to a club and able to participate according to guidelines above.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Attendance at clubs will be taken, EWS PLC will monitor student attendance rates on a weekly basis and provide appropriate interventions as needed

**Person Responsible**

Shelley Carrino

**Schedule**

On 5/20/2016

***Evidence of Completion***

Attendance records

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

EWS PLC will monitor student attendance rates and provide incentives and follow up supports based upon individual student needs.

**Person Responsible**

Shelley Carrino


**Schedule**

Monthly, from 9/15/2015 to 5/20/2016

***Evidence of Completion***

Attendance records; individual student notes will be updated by EWS team members as needed

### G3.B2 Parent support & participation in the educational process 2

 B190307

**G3.B2.S1** Parents will be invited to participate in after hours monthly parent workshops, including parenting skills, community resources and educational updates. In addition, families will be provided a meal. 4

 S201693

#### Strategy Rationale

Parent involvement is critical to the success of each child. We will provide parents with multiple opportunities to be involved based on student needs and family schedules.

#### Action Step 1 5

BPMS will invite students to complete school work after hours; parents will be invited to attend workshops each month while students receive assistance to complete their school work; families will be fed.

##### Person Responsible

Shelley Carrino

##### Schedule

Monthly, from 10/22/2015 to 4/28/2016

##### Evidence of Completion

Attendance sign in sheets for families, family survey at each event

#### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Agendas from parent workshops and attendance will be monitored

##### Person Responsible

Shelley Carrino

##### Schedule

Monthly, from 10/22/2015 to 4/28/2016

##### Evidence of Completion

Agendas and attendance logs



**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Parent feedback at the end of each event and Student feedback on the tutoring will be analyzed.

**Person Responsible**

Shelley Carrino

**Schedule**

Monthly, from 10/22/2015 to 4/28/2016

**Evidence of Completion**

Student surveys and attendance rates

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Develop curriculum that address the school expectations for the year, tardy policy, dress code policy, wireless communication device policy, and attendance policy as well as zero tolerance and anti-bullying.	Carrino, Shelley	8/24/2015	Decrease in discipline referrals related to disruptive behavior. Decrease in number of days of suspension (either ISS or OSS)	8/28/2015 one-time
G1.B2.S1.A1	Provide teachers with staff development in classroom management targeting minor classroom disruptive behaviors and ways to increase student engagement.	Carrino, Shelley	8/20/2015	Staff sign in sheet, staff feedback survey, quarterly engagement survey for students	5/31/2016 quarterly
G1.B3.S1.A1	NW Regional support and training on student engagement provided on a monthly basis to instructional staff	Carrino, Shelley	8/20/2015	Sign in sheets from training, Admin and district staff walk throughs, documentation of student engagement strategies in lesson plans.	5/31/2016 one-time
G2.B1.S1.A1	After school tutoring with transportation will be provided to all students weekly.	Carrino, Shelley	9/24/2015	Bi-quarterly monitoring of grades; Report cards and Progress reports will reflect a decrease in the number of failing grades. Students will also monitor their grades on a weekly basis during this study hall via eSembler.	5/12/2016 monthly
G2.B2.S1.A1	Teachers will participate in monthly student engagement training and apply those skills to their classrooms.	Carrino, Shelley	8/20/2015	Observational data during walk throughs will show higher levels of student engagement and productivity	5/31/2016 monthly
G3.B1.S1.A1	Students must maintain good grades (C or higher), good attendance and good discipline in order to participate in clubs, sports and after-school activities.	Carrino, Shelley	10/1/2015	All students are assigned to a club and able to participate according to guidelines above.	5/31/2016 one-time
G3.B2.S1.A1	BPMS will invite students to complete school work after hours; parents will be invited to attend workshops each month while students receive assistance to complete their school work; families will be fed.	Carrino, Shelley	10/22/2015	Attendance sign in sheets for families, family survey at each event	4/28/2016 monthly
G1.MA1	Discipline referral data will be pulled weekly for PLC analysis and reviewed at monthly discipline committee meetings. The Discipline Committee will	Luter, Laura	9/8/2015	Results will be graphed/charted and shared with staff in teacher workroom and at designated meetings.	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	review these behaviors and implement a school-wide plan to reduce behaviors. Student performance data will be analyzed.				
G1.B1.S1.MA1	Discipline and attendance reports will be run weekly and data analyzed to determine the effectiveness of the implementation of these new policies and consequences.	Luter, Laura	9/8/2015	Discipline and attendance data will be collected from Pasco Star and TERMS and documented in google.docs so that comparisons can be made to prior data.	5/31/2016 monthly
G1.B1.S1.MA1	Discipline Committee will review data and get feedback from the staff, students, and parents on the effectiveness of the suspended curriculum and student compliance with the policies.	Luter, Laura	9/21/2015	Survey completed by staff and survey from parents at Open House	9/25/2015 monthly
G1.B2.S1.MA1	Number of students days in ISS decreases	Carrino, Shelley	8/24/2015	Number of students days in ISS decreases	5/31/2016 monthly
G1.B2.S1.MA1	Classroom observations will show implementation of classroom management and students engagement strategies taught to staff.	Luter, Laura	9/1/2015	Decrease in number of days of suspension (ISS) and data collected by EWS PLC will show increased attendance, student performance in classes and decrease in number of ODRs.	5/31/2016 monthly
G1.B3.S1.MA1	Student performance in the classroom increases as a result of more time on task and a decrease in disruptive behavior	Carrino, Shelley	8/24/2015	Student grades, discipline referrals	5/31/2016 one-time
G1.B3.S1.MA1	NW Regional support and training on student engagement provided on a monthly basis to instructional staff	Carrino, Shelley	8/20/2015	Teacher deliberate practice, lesson plans, administrative walk throughs, conversations with students	5/31/2016 one-time
G2.MA1	Weekly eSembler reports will be reviewed with students during each tutoring session.	Carrino, Shelley	9/24/2015	Student documentation and reflection logs and signed eSembler reports by parents.	5/12/2016 weekly
G2.B1.S1.MA1	Student attendance and participation and reflection logs.	Carrino, Shelley	9/24/2015	Progress reports and Report cards will demonstrate a decrease in low grades and failure rates.	5/12/2016 weekly
G2.B1.S1.MA1	Bi-quarterly monitoring of grades; Report cards and Progress reports will reflect a decrease in the number of failing grades. Students will also monitor their grades on a weekly basis during this study hall via eSembler.	Carrino, Shelley	9/24/2015	Report cards, Progress reports, and eSembler reports.	5/12/2016 weekly
G2.B2.S1.MA1	Student grades will be monitored.	Carrino, Shelley	9/24/2015	Quarterly progress reports and report cards	5/12/2016 quarterly
G2.B2.S1.MA1	Weekly walk throughs by administration providing teacher feedback, quarterly walk throughs with District team, PLC use of data to monitor student improvement over time	Carrino, Shelley	9/24/2015	Curriculum Based Assessment, Quarterly assessments, common assessments by subject area	5/12/2016 weekly
G3.MA1	EWS will monitor attendance rates and compare by quarter, posting results for teachers and students to review.	Carrino, Shelley	8/21/2015	During weekly PLC meetings, EWS team will review data for commonalities and document interventions	5/31/2016 quarterly
G3.B1.S1.MA1	EWS PLC will monitor student attendance rates and provide incentives and follow up supports based upon individual student needs.	Carrino, Shelley	9/15/2015	Attendance records; individual student notes will be updated by EWS team members as needed	5/20/2016 monthly
G3.B1.S1.MA1	Attendance at clubs will be taken, EWS PLC will monitor student attendance rates on a weekly basis and provide appropriate interventions as needed	Carrino, Shelley	9/15/2015	Attendance records	5/20/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Parent feedback at the end of each event and Student feedback on the tutoring will be analyzed.	Carrino, Shelley	10/22/2015	Student surveys and attendance rates	4/28/2016 monthly
G3.B2.S1.MA1	Agendas from parent workshops and attendance will be monitored	Carrino, Shelley	10/22/2015	Agendas and attendance logs	4/28/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** By June of 2016, BPMS will implement student engagement strategies, use of technology across curriculum areas and teacher professional development that will lead to improved classroom management skills, thus reducing school-based disruptive discipline referrals (2B - 297 referrals, 2R - 491 referrals and 2F - 94 referrals) by 20% while increasing amount of instructional time each class period.

**G1.B1** Lack of consistency enforcing policies in previous years.

**G1.B1.S1** Inform students via suspended curriculum of policies and expectations at the start of the year. Use posters to visually remind students of policies and expectations (post around school).

### PD Opportunity 1

Develop curriculum that address the school expectations for the year, tardy policy, dress code policy, wireless communication device policy, and attendance policy as well as zero tolerance and anti-bullying.

#### Facilitator

BPMS Administration, Behavior Specialist, Discipline IAs, Leadership Team, Discipline Committee

#### Participants

All teachers and staff working with students

#### Schedule

On 8/28/2015

**G1.B2** Teachers relying on In School Suspension as a solution to disruptive classroom behavior.

**G1.B2.S1** Encourage teachers to build relationships with students as well as provide staff development on classroom management and student engagement.

### PD Opportunity 1

Provide teachers with staff development in classroom management targeting minor classroom disruptive behaviors and ways to increase student engagement.

#### Facilitator

Shelley Carrino, Kathy Horten, Laura Luter, Darlene Keller, Heather Pratz & Tonya Miller

#### Participants

All BPMS staff and students

#### Schedule

Quarterly, from 8/20/2015 to 5/31/2016

### **G1.B3** Lack of student engagement

**G1.B3.S1** NW Regional support and training on student engagement provided on a monthly basis to instructional staff.

#### **PD Opportunity 1**

NW Regional support and training on student engagement provided on a monthly basis to instructional staff

##### **Facilitator**

Leslie Frick, Dan Wolfe

##### **Participants**

All instructional staff and BPMS administration

##### **Schedule**

On 5/31/2016

**G2.** By offering staff development in high impact instructional strategies, parent workshops and after-school tutoring (including transportation), we will decrease student failure rate in language arts and math by 50% in all 3 grade levels.

### **G2.B2** Student Engagement

**G2.B2.S1** Teachers will utilize the skills they learn in the student engagement PD provided by the NW Regional team

#### **PD Opportunity 1**

Teachers will participate in monthly student engagement training and apply those skills to their classrooms.

##### **Facilitator**

Leslie Frick, Dan Wolfe, Jeremy Blair

##### **Participants**

All instructional staff and administration

##### **Schedule**

Monthly, from 8/20/2015 to 5/31/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Develop curriculum that address the school expectations for the year, tardy policy, dress code policy, wireless communication device policy, and attendance policy as well as zero tolerance and anti-bullying.				\$0.00
2	G1.B2.S1.A1	Provide teachers with staff development in classroom management targeting minor classroom disruptive behaviors and ways to increase student engagement.				\$0.00
3	G1.B3.S1.A1	NW Regional support and training on student engagement provided on a monthly basis to instructional staff				\$0.00
4	G2.B1.S1.A1	After school tutoring with transportation will be provided to all students weekly.				\$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7800	651-Bus(es)	0342 - Bayonet Point Middle School	Title I Part A		\$300.00
	5900	100-Salaries	0342 - Bayonet Point Middle School	Title I Part A		\$1,800.00
5	G2.B2.S1.A1	Teachers will participate in monthly student engagement training and apply those skills to their classrooms.				\$0.00
6	G3.B1.S1.A1	Students must maintain good grades (C or higher), good attendance and good discipline in order to participate in clubs, sports and after-school activities.				\$0.00
7	G3.B2.S1.A1	BPMS will invite students to complete school work after hours; parents will be invited to attend workshops each month while students receive assistance to complete their school work; families will be fed.				\$0.00
Total:						\$2,100.00