

Pasco County Schools

# Bayonet Point Middle School



2016-17 Schoolwide Improvement Plan

## Bayonet Point Middle School

11125 LITTLE RD, New Port Richey, FL 34654

<https://bpms.pasco.k12.fl.us>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	D	C

*\*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 was approved by the Pasco County School Board on 10/18/2016.

### 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 a monitoring status of "Former F" (see page 4). 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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## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Bayonet Point Middle School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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 daily homeroom 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 collaborate with Schrader Elementary School to serve students and their families based on family identified needs. During these activities, staff members will be available to assist families with homework questions and strategies, and provide family education.

##### b. 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. All students will engage in homeroom activities 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 offers all students the opportunity to join Patriots on Patrol, a service oriented club focusing on character education and community involvement.

**c. 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 EWS/Discipline Committee to create, monitor & revise attendance, cell phone, dress code, class behavior and school-wide discipline procedures. These procedures will be addressed through homeroom activities 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. Monthly professional development opportunities will be available for teachers focusing on STEM/LATI.

**d. 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. Our teacher led TLC (Tender Loving Care) Committee was developed to address student and family needs impacting participation in education. This group works with community agencies to link medical, dental and vision supports and provides school supplies, hygiene and clothing to our most needy students. In addition, teachers have initiated student etiquette clubs to teach affective skills and provide cultural enrichment experiences. 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.

### 3. Early Warning Systems

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

**a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	21	26	35	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	8	32	44	0	0	0	0	84
Course failure in ELA or Math	0	0	0	0	0	0	9	44	37	0	0	0	0	90
Level 1 on statewide assessment	0	0	0	0	0	0	48	49	55	0	0	0	0	152

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	13	44	47	0	0	0	0	104	

**c. 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. Daily Homeroom activities 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 quarterly 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 homeroom to teach organizational and procedural skill instruction
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

## B. Family and Community Engagement

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

- 1. 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. Â§ 6314(b)(1)(F).

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

Yes

#### 1. PIP Link

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

#### 2. Description

- 2. 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 will continue to implement the Watch DOGS 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.

Our teacher led TLC (Tender Loving Care) Committee was developed to address student and family needs impacting participation in education. This group works with community agencies to link medical, dental and vision supports and provides school supplies, hygiene and clothing to our most needy students. In addition, teachers have initiated student etiquette clubs to teach affective skills and provide cultural enrichment experiences.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

## **b. Duties**

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

Pam Arnold-Science Department Manager  
Mark Babiarz-Math Department Manager  
Martha Babiarz-Literacy PLC Facilitator  
Lori Cline-Literacy Department Manager  
Jim Cook-Social Studies PLC Facilitator  
Kristy Heimbach-Math PLC Facilitator  
Darlene Keller-EWS PLC Facilitator  
Heather McDermott-ELA PLC Facilitator  
Megan Riley-Social Studies Department Manager  
Kim Rys-Science PLC Facilitator  
Patty Snow-Math PLC Facilitator  
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.

### **2. 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 full time 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 weekly, where departments and teams of teachers collaborate on best instructional practices to increase and monitor student achievement. Additionally, department meetings focus on grade specific content information as well as student concerns. EWS will analyze school-wide trends and suggest Tier 1/2 interventions to support at risk students. 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.

## **2. School Advisory Council (SAC)**

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Shelley Carrino	Principal
Kathy Horten	Teacher
Laura Luter	Teacher
Martha Babiarz	Teacher
Joan Rosalia	Education Support Employee
Mark Babiarz	Teacher
Jeanne McInnis	Education Support Employee
Rick Hupp	Business/Community
	Student

### b. Duties

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

##### *a. 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.

##### *b. Development of this school improvement plan*

The Title 1 team met at the end of the school year to provide a framework for the School Success Plan 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, TLC, early warning system, healthy foods, safety, and staff/student recognition. Results of the 2015 Gallup poll of students and staff were used as the overall guiding direction to increase staff/student engagement and student hope on the campus. Parent and staff surveys provided additional guidance. Finally, 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 School Success Plan.

##### *c. 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 STEM and multi-cultural field trips for all students.

#### **2. 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) Honors Banquet. (\$600)

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

**D. Public and Collaborative Teaching**

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

**1. 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 subject grade levels to allow for collaboration on unit lessons. In addition, Professional Learning Community (PLC) meetings are held weekly with all grade levels contributing to the review of student data, developing common assessments and creating ALUs. 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 throughout the school year.

**2. 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 most qualified applicant for the position rather than settling for a lesser candidate.

### **3. 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. New teachers will also participate in a District-wide New Teacher Induction program. In addition, BPMS will be forming a new teacher program to provide additional supports. At this time, we have three teachers new to teaching and 6 new to Pasco County 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. 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 through the use of state adopted textbook and curriculum resources and regular PLCs delving into the standards. Teachers have unpacked standards to plan authentic learning units that engage students and focus on mastery of Florida standards. Students engage in self-directed problem-solving to apply standards and benchmarks across all learning areas.

#### **b. Instructional Strategies**

##### ***1. 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. In addition to benchmark lessons, teachers and support staff provide small group min-lessons to students needing additional support in order to attain proficient levels on state assessments. Teachers provide additional support during lunch periods and after school. Extended School Day (including SSAP support, course recovery and tutoring/homework help) 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.

##### ***2. 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 (ESD) is a program offered after school one-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, math and organizational skills 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**

Luter, Laura, lluter@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. Attendance in the ESD program will also be monitored for participation and possible reduction in classroom disruptive behaviors from frustration.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

**1. 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 articulation supports for incoming student needs. In addition, the SSAP team obtained student referrals from current teachers for additional academic/attendance support prior to the beginning for the school year. 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 school 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. We have also instituted a 6th Grade Academy which provides our new 6th grade students and their families an overview of middle school and allows them to complete registration paperwork, pick up schedules and meet their teachers before school begins.

### **b. College and Career Readiness**

**1. 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 early spring for a wonderful, fun-filled morning of activities 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 and their impact 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 the Florida State Standards in English/language arts, social studies and mathematics.

2. BPMS also provides opportunities for students to take college campus tours and expose them to college life. These tours are meant to encourage and motivate students who may not believe that college is an option for them.

3. On a limited basis, for identified Tier 3 ESE students, work evaluations have been arranged with neighboring high schools to provide guidance on future career paths, including alternative education options.

**2. 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. 6th grade students may participate in a career exploratory course as an elective. 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.

**3. 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 actively participated 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 provide opportunities for our students to apply these core academic skills to their content areas. Various vocational competitions and awards also focus on application of higher order thinking and problem-solving skills and help students develop essential executive functioning and team building skills.

**4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification



### **b. 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:

*No files were uploaded*

### **2. 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.

### **B. 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.

### **C. Strategic Goals**

## 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

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

## Strategic Goals Summary

- G1.** Student mastery of standards in ELA & Math as measured monthly through common formative and/or summative assessments will show a 10% increase in proficiency on district quarterly exams as compared to last years data.
- G2.** By offering professional development focused on high impact instructional strategies, teachers will gain a deeper understanding of the standards and monitor the rigor of their instruction as well as student achievement and engagement through the use of STEM/LATI activity lists and rubrics. As a result, during walkthroughs, we expect to see Core Action 3 data in both Language Arts and Math increase over the course of the school year.
- G3.** By fostering a school wide collaborative culture for all stakeholders (students, staff, families, and community members), we will increase ownership in the learning process as measured by quarterly increases in student attendance of 5% and a 10% increase in stakeholder involvement in school activities over the course of the year.

## Strategic Goals Detail

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

**G1.** Student mastery of standards in ELA & Math as measured monthly through common formative and/or summative assessments will show a 10% increase in proficiency on district quarterly exams as compared to last years data. 1a

G087014

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	10.0
Math Achievement District Assessment	10.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of background knowledge
- Lack of student motivation
- Lack of work completion

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- IDE Team, NW Regional Team, Content Area Specialists, Behavior Specialist, SSAP Teachers, Instructional Teacher Coach

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

Common formative/summative assessments.

**Person Responsible**

Renee Jonas

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

**Evidence of Completion**

Student achievement results on district quarterly exams.

**G2.** By offering professional development focused on high impact instructional strategies, teachers will gain a deeper understanding of the standards and monitor the rigor of their instruction as well as student achievement and engagement through the use of STEM/LATI activity lists and rubrics. As a result, during walkthroughs, we expect to see Core Action 3 data in both Language Arts and Math increase over the course of the school year. **1a**

 G087015

**Targets Supported** **1b**

Indicator	Annual Target
Instructional Minutes	50.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of knowledge/experience

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- IDE Corporation, NW Regional Team, Instructional Design Coach, Instructional Teacher Coach

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

Teachers will implement highly engaging authentic learning units using a LATI model to engage students in a self-directed learning process. The level of rigor will be monitored through peer, administration and NW Regional team walk-throughs using the Instructional Practice Guide.

**Person Responsible**

Shelley Carrino

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

**Evidence of Completion**

Rigor scores using the Instrucitonal Practice Guide

**G3.** By fostering a school wide collaborative culture for all stakeholders (students, staff, families, and community members), we will increase ownership in the learning process as measured by quarterly increases in student attendance of 5% and a 10% increase in stakeholder involvement in school activities over the course of the year. 1a

G087016

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	25.0
Attendance rate	80.0

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Attendance Specialist
- Student Services team (School psychologist, school social worker, school nurse)
- Northwest Regional Support Team
- Early Warning System PLC
- Parent Involvement Coordinator
- TLC Committee

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

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

**Person Responsible**

Laura Luter

**Schedule**

Quarterly, from 8/15/2016 to 5/26/2017

**Evidence of Completion**

Monthly Attendance team meetings 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.** Student mastery of standards in ELA & Math as measured monthly through common formative and/or summative assessments will show a 10% increase in proficiency on district quarterly exams as compared to last years data. **1**

 G087014

**G1.B1** Lack of background knowledge **2**

 B231305

**G1.B1.S1** Utilize LATI skills - student directed learning to acquire background knowledge **4**

 S244043

### Strategy Rationale

Students will develop a "felt need" to learn the content and background knowledge to complete tasks

### Action Step 1 **5**

Teachers will plan monthly common formative and summative assessments for students.

#### Person Responsible

Renee Jonas

#### Schedule

Monthly, from 8/15/2016 to 5/26/2017

#### Evidence of Completion

Data results from common assessments will be analyzed by teachers in their Professional Learning Communitites (PLC)

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

After giving students monthly common formative assessments, teachers will meet in their PLCs to discuss data from the test results to drive small group mini-lessons.

**Person Responsible**

Renee Jonas

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Data from test results will document student progress.

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

Student performance on common assessments will be monitored to show an increase in background knowledge

**Person Responsible**

Renee Jonas

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***


Students will improve performance on benchmark assessments over time.



**G1.B2 Lack of student motivation** 2

 B231306

**G1.B2.S1** Use of LATI skills to increase student desire to complete relevant and interesting tasks while learning new content 4

 S244046

**Strategy Rationale**

Students will be highly engaged in activity tasks which will increase achievement in content areas

**Action Step 1** 5

Use of LATI skills for students to develop a "felt need" for learning

**Person Responsible**

Shelley Carrino

**Schedule**

Monthly, from 6/20/2016 to 5/26/2017

***Evidence of Completion***

Learning rubrics and activity lists submitted for each Authentic Learning Unit

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

Monthly monitoring and observations by IDE consultants

**Person Responsible**

Shelley Carrino

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Walk through data, Peer-scored rubrics and activity lists

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

Monthly walk-through and observation data by IDE consultants

### Person Responsible

Shelley Carrino

### Schedule

Monthly, from 8/15/2016 to 5/26/2017

### Evidence of Completion

Monthly walk-through and observation data by IDE consultants

## G1.B3 Lack of work completion 2

 B231307

**G1.B3.S1** Students will maintain active work folders in core academic classes, using another folder to transport homework to/from school each day. 4

 S244047

### Strategy Rationale

Teachers reflected on student progress this school year and identified lack of work completion was a primary contributor to low grades.

## Action Step 1 5

Students will maintain working folders in each classroom, only taking home what needs to be completed each day according to staff developed guidelines.

### Person Responsible

Laura Luter

### Schedule

Daily, from 8/15/2016 to 5/26/2017

### Evidence of Completion

Student completed work will remain in the classroom, offering option for partial credit and observation of skills gained.

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

Classroom teacher will monitor student work completion through the use of work notebooks maintained in each classroom.

**Person Responsible**

Laura Luter

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Student grades will reflect an increased number of assignments and homework that are completed each quarter.

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

Classroom teacher will monitor student work completion through the use of work notebooks maintained in each classroom.

**Person Responsible**

Renee Jonas

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***


Student work will be monitored and graded weekly to determine additional areas of support or encouragement.

**G2.** By offering professional development focused on high impact instructional strategies, teachers will gain a deeper understanding of the standards and monitor the rigor of their instruction as well as student achievement and engagement through the use of STEM/LATI activity lists and rubrics. As a result, during walkthroughs, we expect to see Core Action 3 data in both Language Arts and Math increase over the course of the school year.

1

 G087015

**G2.B1** Lack of knowledge/experience 2

 B231308

**G2.B1.S1** Summer PD - 8 days of training for content area teachers; 2 days of training for elective teachers. In additional, monthly follow up coaching on site by IDE consultants. 4

 S244048

**Strategy Rationale**

By teaching/modeling the LATI skills to be used and providing follow up coaching, teachers will be able to implement skills producing increased student engagement and achievement of the standards.

**Action Step 1** 5

Offer Summer PD - 8 days of training for content area teachers; 2 days of training for elective teachers. In additional, there will be monthly follow up coaching on site by IDE consultants.

**Person Responsible**

Shelley Carrino

**Schedule**

Monthly, from 6/20/2016 to 5/26/2017

**Evidence of Completion**

Teacher developed learning rubrics, facilitation grids and activity lists

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

Monthly walk through observations and coaching by IDE Corporation

**Person Responsible**

Shelley Carrino

**Schedule**

Monthly, from 6/20/2016 to 5/26/2017

**Evidence of Completion**

Teacher developed learning rubrics, facilitation guides and activity lists

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

Monthly walk through observations and coaching by IDE Corporation

### Person Responsible

Shelley Carrino

### Schedule

Monthly, from 6/20/2016 to 5/26/2017

### Evidence of Completion

Teacher developed learning rubrics, facilitation logs and activity lists

**G3.** By fostering a school wide collaborative culture for all stakeholders (students, staff, families, and community members), we will increase ownership in the learning process as measured by quarterly increases in student attendance of 5% and a 10% increase in stakeholder involvement in school activities over the course of the year. 1

 G087016

## G3.B1 Student motivation/engagement 2

 B231309

**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

 S244049

### 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 sports and after-school activities.

### Person Responsible

Shelley Carrino

### Schedule

Quarterly, from 8/15/2016 to 5/26/2017

### Evidence of Completion

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

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

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

**Person Responsible**

Laura Luter

**Schedule**

Biweekly, from 8/15/2016 to 5/26/2017

***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**

Laura Luter

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

***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

 B231310

**G3.B2.S1** Parents will be invited to participate in after hours parent workshops, including parenting skills, community resources and educational updates. 4

 S244050

#### 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 before school and after hours as well as during lunch; parents will be invited to attend after-hours workshops to assist them with assisting their children at home with their work and to connect them with community supports.

##### Person Responsible

Laura Luter

##### Schedule

Quarterly, from 8/15/2016 to 5/26/2017

##### Evidence of Completion

Attendance sign in sheets for families, annual family survey

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

Agendas from parent workshops and parent/stakeholder attendance will be monitored

##### Person Responsible

Laura Luter

##### Schedule

Quarterly, from 8/15/2016 to 5/26/2017

##### Evidence of Completion

Agendas and attendance logs



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

Parent feedback annually and student feedback on the tutoring opportunities will be analyzed.

**Person Responsible**

Laura Luter

**Schedule**

Quarterly, from 8/15/2016 to 5/26/2017



***Evidence of Completion***

Parent & student surveys and attendance rates at school activities

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M327698	Common formative/summative assessments.	Jonas, Renee	8/15/2016	Student achievement results on district quarterly exams.	5/26/2017 weekly
G2.MA1 M327701	Teachers will implement highly engaging authentic learning units using a LATI model to engage...	Carrino, Shelley	8/15/2016	Rigor scores using the Instrucional Practice Guide	5/26/2017 monthly
G3.MA1 M327706	Attendance Team will monitor attendance rates and compare by quarter, posting results for teachers...	Luter, Laura	8/15/2016	Monthly Attendance team meetings will review data for commonalities and document interventions	5/26/2017 quarterly
G1.B1.S1.MA1 M327691	Student performance on common assessments will be monitored to show an increase in background...	Jonas, Renee	8/15/2016	Students will improve performance on benchmark assessments over time.	5/26/2017 monthly
G1.B1.S1.MA1 M327692	After giving students monthly common formative assessments, teachers will meet in their PLCs to...	Jonas, Renee	8/15/2016	Data from test results will document student progress.	5/26/2017 monthly
G1.B1.S1.A1 A315958	Teachers will plan monthly common formative and summative assessments for students.	Jonas, Renee	8/15/2016	Data results from common assessments will be analyzed by teachers in their Professional Learning Communitites (PLC)	5/26/2017 monthly
G1.B2.S1.MA1 M327694	Monthly walk-through and observation data by IDE consultants	Carrino, Shelley	8/15/2016	Monthly walk-through and observation data by IDE consultants	5/26/2017 monthly
G1.B2.S1.MA1 M327695	Monthly monitoring and observations by IDE consultants	Carrino, Shelley	8/15/2016	Walk through data, Peer-scored rubrics and activity lists	5/26/2017 monthly
G1.B2.S1.A1 A315960	Use of LATI skills for students to develop a "felt need" for learning	Carrino, Shelley	6/20/2016	Learning rubrics and activity lists submitted for each Authentic Learning Unit	5/26/2017 monthly
G1.B3.S1.MA1 M327696	Classroom teacher will monitor student work completion through the use of work notebooks maintained...	Jonas, Renee	8/15/2016	Student work will be monitored and graded weekly to determine additional areas of support or encouragement.	5/26/2017 weekly
G1.B3.S1.MA1 M327697	Classroom teacher will monitor student work completion through the use of work notebooks maintained...	Luter, Laura	8/15/2016	Student grades will reflect an increased number of assignments and homework that are completed each quarter.	5/26/2017 weekly
G1.B3.S1.A1 A315961	Students will maintain working folders in each classroom, only taking home what needs to be...	Luter, Laura	8/15/2016	Student completed work will remain in the classroom, offering option for partial credit and observation of skills gained.	5/26/2017 daily
G2.B1.S1.MA1 M327699	Monthly walk through observations and coaching by IDE Corporation	Carrino, Shelley	6/20/2016	Teacher developed learning rubrics, facilitation logs and activity lists	5/26/2017 monthly
G2.B1.S1.MA1 M327700	Monthly walk through observations and coaching by IDE Corporation	Carrino, Shelley	6/20/2016	Teacher developed learning rubrics, facilitation guides and activity lists	5/26/2017 monthly
G2.B1.S1.A1 A315962	Offer Summer PD - 8 days of training for content area teachers; 2 days of training for elective...	Carrino, Shelley	6/20/2016	Teacher developed learning rubrics, facilitation grids and activity lists	5/26/2017 monthly
G3.B1.S1.MA1 M327702	EWS PLC will monitor student attendance rates and provide incentives and follow up supports based...	Luter, Laura	8/15/2016	Attendance records; individual student notes will be updated by EWS team members as needed	5/26/2017 monthly
G3.B1.S1.MA1 M327703	Attendance will be taken daily, EWS PLC will monitor student attendance rates on a bi-weekly basis...	Luter, Laura	8/15/2016	Attendance records	5/26/2017 biweekly
G3.B1.S1.A1 A315963	Students must maintain good grades (C or higher), good attendance and good discipline in order to...	Carrino, Shelley	8/15/2016	All students are assigned to a club; athletes are able to participate according to guidelines above.	5/26/2017 quarterly
G3.B2.S1.MA1 M327704	Parent feedback annually and student feedback on the tutoring opportunities will be analyzed.	Luter, Laura	8/15/2016	Parent & student surveys and attendance rates at school activities	5/26/2017 quarterly

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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  M327705	Agendas from parent workshops and parent/stakeholder attendance will be monitored	Luter, Laura	8/15/2016	Agendas and attendance logs	5/26/2017 quarterly
G3.B2.S1.A1  A315964	BPMS will invite students to complete school work before school and after hours as well as during...	Luter, Laura	8/15/2016	Attendance sign in sheets for families, annual family survey	5/26/2017 quarterly

## V. Professional Development Opportunities

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

**G1.** Student mastery of standards in ELA & Math as measured monthly through common formative and/or summative assessments will show a 10% increase in proficiency on district quarterly exams as compared to last years data.

### **G1.B2** Lack of student motivation

**G1.B2.S1** Use of LATI skills to increase student desire to complete relevant and interesting tasks while learning new content

#### **PD Opportunity 1**

Use of LATI skills for students to develop a "felt need" for learning

##### **Facilitator**

IDE Corporation

##### **Participants**

All teachers, school administration, NW Regional Team

##### **Schedule**

Monthly, from 6/20/2016 to 5/26/2017

**G2.** By offering professional development focused on high impact instructional strategies, teachers will gain a deeper understanding of the standards and monitor the rigor of their instruction as well as student achievement and engagement through the use of STEM/LATI activity lists and rubrics. As a result, during walkthroughs, we expect to see Core Action 3 data in both Language Arts and Math increase over the course of the school year.

**G2.B1** Lack of knowledge/experience

**G2.B1.S1** Summer PD - 8 days of training for content area teachers; 2 days of training for elective teachers. In additional, monthly follow up coaching on site by IDE consultants.

**PD Opportunity 1**

Offer Summer PD - 8 days of training for content area teachers; 2 days of training for elective teachers. In additional, there will be monthly follow up coaching on site by IDE consultants.

**Facilitator**

IDE Corporation

**Participants**

All teachers, administration, NW Regional Team

**Schedule**

Monthly, from 6/20/2016 to 5/26/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers will plan monthly common formative and summative assessments for students.	\$0.00
2	G1.B2.S1.A1	Use of LATI skills for students to develop a "felt need" for learning	\$0.00
3	G1.B3.S1.A1	Students will maintain working folders in each classroom, only taking home what needs to be completed each day according to staff developed guidelines.	\$0.00
4	G2.B1.S1.A1	Offer Summer PD - 8 days of training for content area teachers; 2 days of training for elective teachers. In additional, there will be monthly follow up coaching on site by IDE consultants.	\$0.00
5	G3.B1.S1.A1	Students must maintain good grades (C or higher), good attendance and good discipline in order to participate in sports and after-school activities.	\$0.00
6	G3.B2.S1.A1	BPMS will invite students to complete school work before school and after hours as well as during lunch; parents will be invited to attend after-hours workshops to assist them with assisting their children at home with their work and to connect them with community supports.	\$0.00
Total:			\$0.00