

Pasco County Schools

Bayonet Point Middle School



2021-22 Schoolwide Improvement Plan

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Bayonet Point Middle School

11125 LITTLE RD, New Port Richey, FL 34654

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

Demographics

Principal: Cindy Jack

Start Date for this Principal: 8/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: C (41%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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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)	2020-21 Title I School	2020-21 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	44%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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 that has a school grade of D or F.

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Reaching Every Student every day.

Provide the school's vision statement.

Empowering tomorrow's problem solvers to change the world.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Carrino, Shelley	Principal	http://www.pasco.k12.fl.us/library/hr/job_descriptions/admin/Prin_Middle.pdf
Caruso, Melissa	Assistant Principal	http://www.pasco.k12.fl.us/library/hr/job_descriptions/admin/Ast_Prin_Middle.pdf
Wild, Kathy	Assistant Principal	http://www.pasco.k12.fl.us/library/hr/job_descriptions/admin/Ast_Prin_Middle.pdf
jacobsen, Michelle	Instructional Coach	http://www.pasco.k12.fl.us/library/hr/Instructional_Learning_Design_Coach_06.02.15.pdf
Mulvey, Laura	Assistant Principal	http://www.pasco.k12.fl.us/library/hr/Instructional_Learning_Design_Coach_06.02.15.pdf
Montgomery, Jennifer	Teacher, K-12	http://www.pasco.k12.fl.us/library/hr/job_descriptions/instructional/Teacher%20of%20Basic%20Education%20Academic%20Program.pdf
Schrader, Charity	Teacher, K-12	http://www.pasco.k12.fl.us/library/hr/job_descriptions/instructional/Teacher%20of%20Basic%20Education%20Academic%20Program.pdf
Collins, Rowenna	Teacher, K-12	http://www.pasco.k12.fl.us/library/hr/job_descriptions/instructional/Teacher%20of%20Basic%20Education%20Academic%20Program.pdf
Cline, Lori	Teacher, K-12	http://www.pasco.k12.fl.us/library/hr/job_descriptions/instructional/Teacher%20of%20Basic%20Education%20Academic%20Program.pdf
Peterson, Joshua	Teacher, K-12	http://www.pasco.k12.fl.us/library/hr/job_descriptions/instructional/Teacher%20of%20Basic%20Education%20Academic%20Program.pdf
Spaziani, Thomas	Teacher, K-12	http://www.pasco.k12.fl.us/library/hr/job_descriptions/instructional/Teacher%20of%20Basic%20Education%20Academic%20Program.pdf
Wiest, Bret	Graduation Coach	http://www.pasco.k12.fl.us/library/hr/job_descriptions/instructional/graduation_enhancement_teacher.pdf
Thompson, Cynthia	Graduation Coach	http://www.pasco.k12.fl.us/library/hr/job_descriptions/instructional/graduation_enhancement_teacher.pdf
Babiarz, Mark	Teacher, Adult	http://www.pasco.k12.fl.us/library/hr/job_descriptions/instructional/Teacher%20of%20Basic%20Education%20Academic%20Program.pdf

Name	Position Title	Job Duties and Responsibilities
Schrader, Carly	Teacher, Adult	http://www.pasco.k12.fl.us/library/hr/job_descriptions/instructional/Teacher%20of%20Basic%20Education%20Academic%20Program.pdf

Demographic Information

Principal start date

Friday 8/1/2014, Cindy Jack

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

730

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	243	268	254	0	0	0	0	765
Attendance below 90 percent	0	0	0	0	0	0	23	87	81	0	0	0	0	191
One or more suspensions	0	0	0	0	0	0	46	46	41	0	0	0	0	133
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failures ELA or Math	0	0	0	0	0	0	54	109	120	0	0	0	0	283
Level 1 on 2019 statewide ELA or Math	0	0	0	0	0	0	71	83	80	0	0	0	0	234

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	71	101	99	0	0	0	0	271

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	17	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/12/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	274	265	246	0	0	0	0	785
Attendance below 90 percent	0	0	0	0	0	0	26	30	38	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	98	98	75	0	0	0	0	271
Course failure in ELA	0	0	0	0	0	0	29	15	39	0	0	0	0	83
Course failure in Math	0	0	0	0	0	0	9	32	34	0	0	0	0	75
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	55	50	54	0	0	0	0	159
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	67	72	61	0	0	0	0	200

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	56	64	72	0	0	0	0	192

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	13	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated**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	
Number of students enrolled	0	0	0	0	0	0	274	265	246	0	0	0	0	785
Attendance below 90 percent	0	0	0	0	0	0	26	30	38	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	98	98	75	0	0	0	0	271
Course failure in ELA	0	0	0	0	0	0	29	15	39	0	0	0	0	83
Course failure in Math	0	0	0	0	0	0	9	32	34	0	0	0	0	75
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	55	50	54	0	0	0	0	159
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	67	72	61	0	0	0	0	200

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	56	64	72	0	0	0	0	192

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	13	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	52%	54%	41%	50%	53%
ELA Learning Gains				49%	55%	54%	43%	50%	54%
ELA Lowest 25th Percentile				47%	47%	47%	34%	41%	47%
Math Achievement				49%	60%	58%	45%	56%	58%
Math Learning Gains				52%	61%	57%	53%	59%	57%
Math Lowest 25th Percentile				42%	52%	51%	40%	53%	51%
Science Achievement				41%	52%	51%	32%	51%	52%
Social Studies Achievement				52%	68%	72%	49%	69%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	42%	56%	-14%	54%	-12%
Cohort Comparison						
07	2021					
	2019	42%	51%	-9%	52%	-10%
Cohort Comparison		-42%				
08	2021					
	2019	41%	58%	-17%	56%	-15%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	42%	59%	-17%	55%	-13%
Cohort Comparison						
07	2021					
	2019	34%	42%	-8%	54%	-20%
Cohort Comparison		-42%				
08	2021					
	2019	51%	68%	-17%	46%	5%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	54%	-16%	48%	-10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	70%	-19%	71%	-20%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	60%	35%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	34	22	23	36	34	23	49			
ELL	15	38	28	17	32	44	10	47			
BLK	31	31	28	25	41	58	22	52			
HSP	35	44	30	32	35	36	28	62	36		
MUL	47	48		45	36		80	82			
WHT	37	35	22	43	40	41	40	71	41		
FRL	34	36	26	37	37	40	33	65	36		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	42	40	25	42	33	26	21	20		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	18	34	32	14	35	38	9	42			
ASN	85	55		69	83						
BLK	25	29	25	27	40	41	21	31			
HSP	31	45	45	31	42	38	18	51	44		
MUL	43	48		52	43						
WHT	48	52	50	57	56	43	48	55	48		
FRL	38	46	45	44	49	39	32	50	48		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	37	32	28	46	35	23	44			
ELL	19	32	27	11	32	35		27			
BLK	34	38		36	53	27	36	23			
HSP	35	40	22	31	46	38	38	36	26		
MUL	30	27		52	50		50				
WHT	44	46	43	50	56	43	27	53	33		
FRL	37	42	33	42	52	41	32	45	24		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	10
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When looking at 2019 subgroups data, one of the biggest areas for concern for our school involves our three student subgroups (Students with Disabilities, English Language Learners, and Black/African American) which did not meet the ESSA federal index of 41%. Our Students with Disabilities and Black/African American students did not meet the federal index for a second consecutive year. Due to the COVID pandemic, we do not have statewide assessment data for the 2019-2020 school year, and 2020-2021 statewide assessment data has not been released yet.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our only data point with any kind of decline from 2019 state assessments is our Math Learning Gains, which dropped from 53% in 2018 to 52% in 2019. Given the nature of the statistic, we are confident that this does not actually represent a decline in student performance. Due to the COVID pandemic, we do not have statewide assessment data for the 2019-2020 school year; and we do not have 2020-2021 state assessment data results as of yet.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for this need for improvement included not being able to hire a certified math teacher at the beginning of the year to fill a last minute vacancy created by a staff departure right before the beginning of the 2019-2020 school year. As of right now, we have a fully certified staff that has been hired for the 2021-2022 school year, with no instructional vacancies.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Learning Gains for our lowest 25% grew from 34% in 2018 to 47% in 2019. This increase in student achievement can be attributed to two primary factors. First, our dedicated teachers spent a significant amount of time identifying essential standards, administering common formative assessments (comprehension checks and quarterlies), and then delivering targeted interventions to struggling students. Second, our work with TNTP has coached teachers in the use of effective questioning, which is supporting our students in pulling information from texts and building an argument based on evidence. Due to the COVID pandemic, we do not have statewide assessment data for the 2019-2020 school year, and 2020-2021 statewide assessment data has not been released yet.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our ELA teachers continued to utilize targeted interventions to struggling students after administering and analyzing common formative assessments. They also continued to teach students strategies to pull information from texts as well as building arguments based on evidence.

What strategies will need to be implemented in order to accelerate learning?

Students are able to take Advanced courses at any time, as long as they meet eligibility criteria. Accelerated learning opportunities include those classes that allow students to earn high school credit while still in middle school. Administration has contacted parents of identified students that we feel would benefit from being in such courses to ask for permission to adjust their schedules. Additionally, other students have been previously identified based on prerequisite courses they have taken.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our staff will continue to participate in PLCs and work with our IDE consultants when they are on campus. Our Learning Design coaches will support our teachers in their PLCs. Teachers will participate in PD around the Instructional Practice Guide, which will focus on core actions 1, 2 & 3. Teachers will learn about and implement Conscious Discipline strategies in their classrooms. All staff will participate in Early Release Day professional development trainings, which will be finalized in the very near future. New teachers will be given additional professional development during Teacher Planning Week as well as throughout the school year to support them.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to analyze student data to plan for appropriate supports for students as well as professional development activities for staff members.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	After reviewing student performance data, school leaders determined that students needed more pervasive access to standards aligned instruction that is focused on core content and executive functioning skills.
Measurable Outcome:	1) By the end of each quarter, 100% of classrooms will show evidence of rigorous, standards-aligned instruction indicated by Core Actions 1, 2, & 3 on the Instructional Practice Guide. 2) By the end of each unit, the number of students reaching Tier 1 criteria for success on CFAs will be 90% after Tier 2 interventions have been implemented.
Monitoring:	This area of focus will be monitored by engaging in quarterly walkthroughs utilizing the IPG (Instructional Practice Guide) that will monitor academic rigor in classrooms.
Person responsible for monitoring outcome:	Shelley Carrino (scarrino@pasco.k12.fl.us)
Evidence-based Strategy:	Teachers will create a LATI classroom focusing on: ALU tasks and rubrics throughout a unit, high quality facilitation focused on content as well as executive functioning skills, and intentionally planned tier 1 and tier 2 small groups.
Rationale for Evidence-based Strategy:	Students need to be able to engage in authentic learning tasks that require them to utilize STEM thinking using the steps of the Design Process.

Action Steps to Implement

Provide a LATI classroom aligned to the focus area.

Person Responsible Shelley Carrino (scarrino@pasco.k12.fl.us)

Engage students with authentic learning tasks requiring STEM thinking and the Design Process embedded throughout a unit.

Person Responsible Shelley Carrino (scarrino@pasco.k12.fl.us)

Provide standards-aligned Tier I instruction & grade-level Tier II supports for essential standards to ensure all students reach high levels of learning.

Person Responsible Shelley Carrino (scarrino@pasco.k12.fl.us)

Engage in quarterly walkthroughs and reflective practices utilizing the IPG (Instructional Practice Guide) to monitor rigor.

Person Responsible Shelley Carrino (scarrino@pasco.k12.fl.us)

Observe high-functioning PLCs through “PLC walks” or recordings to improve PLCs across the building.

Person Responsible Shelley Carrino (scarrino@pasco.k12.fl.us)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	By utilizing MAPS data to determine unfinished instruction opportunities, teachers will be able to intentionally plan and deliver Tier 2 and Tier 3 interventions for all students.
Measurable Outcome:	1) A school-wide intervention time will be created and implemented for students using MAPS data and resources from the SLN so ALL students are able to level up in their learning. 2) Each PLC will utilize WIDA data to provide intentionally plan appropriate modifications for English Language Learners.
Monitoring:	MAPS data will be analyzed between administration windows (BOY to MOY, and MOY to EOY).
Person responsible for monitoring outcome:	Shelley Carrino (scarrino@pasco.k12.fl.us)
Evidence-based Strategy:	A school-wide intervention time for students will be implemented based on MAPS data and resources from the Secondary Learning Network.
Rationale for Evidence-based Strategy:	MAPS data provides projected proficiency achievement levels on the FSA and helps to plan for and address unfinished learning opportunities for all students.
Action Steps to Implement	
Analyze MAPS data to understand student needs and determine proactive supports and interventions.	
Person Responsible	Shelley Carrino (scarrino@pasco.k12.fl.us)
Utilize MAPS data analysis to provide differentiated tiers of support and interventions.	
Person Responsible	Shelley Carrino (scarrino@pasco.k12.fl.us)
Track student progress and action plan for all students, specifically students in designated subgroups.	
Person Responsible	Shelley Carrino (scarrino@pasco.k12.fl.us)
Utilize WIDA data to provide appropriate modifications to assignments and tests for ELL students.	
Person Responsible	Shelley Carrino (scarrino@pasco.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	In order to students and staff to be successful and meet high levels of academic success, student and staff engagement is critical to fostering a positive school climate.
Measurable Outcome:	100% of staff members will award PBIS points on a daily basis with a secondary goal of 80% of students redeeming earned points on at least monthly basis.
Monitoring:	Student and staff engagement will increase through the utilization of a pervasive PBIS system supported by strategies and concepts from Conscious Discipline SEL, where points are awarded to staff and students.
Person responsible for monitoring outcome:	Shelley Carrino (scarrino@pasco.k12.fl.us)
Evidence-based Strategy:	Student and staff engagement will increase by using a pervasive PBIS system that is built the concepts and strategies from Conscious Discipline and SEL, in addition to engaging relationship building activities to foster a positive school climate and culture.
Rationale for Evidence-based Strategy:	By creating a positive school climate and culture based on Conscious Discipline practices, all students can appropriately manage their behaviors to interact positively with their peers.

Action Steps to Implement

Build on the SEL and Trauma Informed Care foundation with Conscious Discipline.

Person Responsible Shelley Carrino (scarrino@pasco.k12.fl.us)

PLCs will reach out to community businesses and organizations for authentic audiences and real-world issues connected to the subject area units.

Person Responsible Shelley Carrino (scarrino@pasco.k12.fl.us)

Students and staff will engage in relationship building activities throughout the year.

Person Responsible Shelley Carrino (scarrino@pasco.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After reviewing our school's data and comparing it to other schools across the state, we will focus on reducing the number of fighting and vaping incidents on campus. Our School Resource Officer works with students to raise awareness regarding the dangers of vaping and tobacco. Our Behavior Specialists work with our neediest students, utilizing restorative justice practices and mediation to solve conflicts in a more appropriate manner. Students who need our Check In/Check Out program to be successful are offered the opportunity to meet with a trusted individual in the morning to frame their day as well as at the end of the day to reflect on their choices for the day.

Additionally, all staff members will recognize appropriate student behavior by awarding PBIS points on a daily basis. Our PBIS committee has created an event and activities calendar that will recognize, reward, and celebrate those students who consistently display positive behavior. Students will be able to redeem earned points for tangible items or specific events throughout the year.

Behavior data is analyzed and shared with stakeholders; trends and barriers are identified. Problem solving discussions take place among staff members to help prevent further incidents.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

As a school, we address building a positive school culture in a variety of ways. Our Leadership Team acts as liaisons to the rest of the faculty and staff to help disseminate information to staff members. Our Patriot Engagement Committee works to plan school wide activities that encourage school spirit and positivity in all stakeholders. This committee plans and implements dress up days, team building activities, and holiday festivities for staff and students. We have extracurricular activities such as dances and field trips that students can participate in. Additionally, students can participate in one of our many athletic sports offered throughout the year if they meet the eligibility requirements. Staff and students take the Gallup Survey, which assesses different aspects of school culture. Staff, students, and parents are invited to join our School Advisory Committee, which meets throughout the year to discuss school culture, happenings, and improvement plans as well as share events and happenings occurring at the school. We host quarterly Parent Teacher Conference Nights for parents who need or prefer to have conferences outside of school hours to ensure their student's success. Our school has a Positive Behavior Intervention and Supports (PBIS) Committee that is responsible for analyzing school wide discipline data and devising a plan to

improve student behavior based upon the data. They are also responsible for training staff to use our school wide PBIS system in and out of the classroom, as well as running the school store that students can use to purchase items with their PBIS points. Additionally, they have created a school-wide event calendar to celebrate student behavior. Staff will also be recognized by our PBIS Committee. We utilize a Check-In Check-Out system for some of our most at-risk students (based upon school data) so that when they arrive at school they are greeted by familiar staff members who work with them to ensure they are ready to begin the day with a positive mindset and are ready to learn. This helps keep them focused on being productive and engaged in their academics instead of worrying about non-school related issues. The school's Tender Loving Care committee members attend district trainings that they bring back to school to share with the staff. This team is also responsible for helping our low income students have the items they need to be successful in school. These items include school supplies, hygiene products, and clothes. In addition, our Pack a Sack program provides food to some of our neediest students to take home on the weekends. These students also receive meals and gifts during the holidays. Both the PBIS and TLC committees work with businesses within the community to get donations and support for our students. Our collaborative school structures also promote a positive school culture. Our weekly PLCs give staff the opportunity to work together to create common formative assessments and analyze student achievement data. PLC's then use this data for teachers to provide interventions in their classrooms. Monthly staff meetings are utilized to provide common professional development as well as celebrate school successes.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All stakeholders (teachers and staff) have a role in promoting a positive culture and environment at Bayonet Point Middle School by modeling appropriate behavior for students. Additionally, we expect that students will promote a positive culture among their peers. All stakeholders will be able to reward students who display appropriate behavior and promote a positive culture and environment. Teachers who promote a positive culture and environment for students and colleagues will be rewarded by administration and coaches. By working together, we will create a positive school culture and environment where all members of our school community can be successful.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00