Bayonet Point Middle School

2014-15 School Improvement Plan

Bayonet Point Middle School

11125 LITTLE RD, New Port Richey, FL 34654

www.pasco.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	80%

Alternative/ESE Center	Charter School	Minority
No	No	29%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Together at BPMS, we will create an environment in which all students become life long learners and productive citizens.

School Environment

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

Prior to school starting, students attend 'Meet the Teacher' day, where they can pick up their schedules and see their classrooms. Once they arrive on campus for the first week of school, teachers plan engaging 'getting to know you' activities, where both teachers and students share interests, hobbies, and other exciting facts about themselves. Teachers and students also attend Open House during the first week of school. This process continues throughout the year as teachers embed such activities in their lesson planning.

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

This year, new policies and procedures have been put into place. For example, there were grade level assemblies the second day of school that addressed dress code, tardy and attendance policies, wireless communication devices, academic and behavioral expectations for the the year, as well as bullying information and reporting processes. These assemblies were given by the administrative team and the school Resource Officer. Ongoing bullying initiatives will be continuous throughout the year, being led by both teachers and students. We have also created a Bullying Committee, which which currently consists of staff and students.

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 BPMS, we continue to work through our monthly Discipline Committee to create, monitor & revise attendance, cell phone, dress code, class behavior and school-wide discipline procedures. These procedures were addressed during the grade level student assemblies and shared with parents at the Open House and via first week connect.ed phone call. The students are provided with opportunities to earn rewards for demonstrating positive behavior and helping each other. Teachers used 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 have developed proactive plans to address concerns in these areas.

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. Guidance counselors and our Behavior Specialist proactively work with all students to manage behavior to keep all students academically engaged in classes. Our ESOL Instructional Assistant actively works with our English Language Learners to help them adapt and adjust to new and unfamiliar surroundings by working with classroom teachers and staff to understand their unique needs. Additional support staff, which includes the School Psychologist, School Social Worker, and Attendance Specialist to support staff and students in a variety of area that meet individual needs and concerns.

Early Warning Systems

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

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

Our EWS is set up to flag students who have 2 or more of the following concerns:
* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
* One or more suspensions, whether in school or out of school
* Course failure in English Language Arts or mathematics
* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Our EWS team consists of the student services team (school counselor, school psychologist, school social worker, school nurse), behavior specialist, SSAP teacher, classroom teacher - basic and/or ESE, and administrator. The team meets biweekly to review individual student data for each of the above areas and to plan for tiered interventions to support the student needs. There is an emphasis on academic and social/emotional needs, with increasing instructional time or intensity of support, based on individual needs.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	37	55	51	143
One or more suspensions	278	373	222	873
Course failure in ELA or Math	18	23	11	52
Level 1 on statewide assessment	97	106	94	297
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	15	18	40

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. Provide time for classroom reflection – students & teachers
4. Offer multiple avenues for learning & participation
5. Teach students to appreciate differences
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 training for students
5. Provide easy-access for students and parents to report concerns to the office
6. Recognize students & celebrate those who take a stand for others
TIER 2: Small group supports.
What we need to do at school for students – Student Services Team, SSAP and Behavior Specialist
1. Small group counseling supports for victims
2. Small group training to speak up against aggressors during morning intervention time
3. Why Try and Girls Rule affective curricula during morning intervention time
4. SSAP pull out supports for course recovery
TIER 3: Individual supports for victims 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 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.

Family and Community Involvement

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

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

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

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

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

Description

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

We utilize our School Advisory Council and our newly formed Parent Involvement Committee (which took the place of our Parent Involvement Coordinator) 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.

Effective Leadership

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

School Leadership Team

Membership
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

Duties

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

Mark Babiarz-Sixth Grade Level Leader
Martha Babiarz-Literacy PLC Facilitator
Wayne D'Anunzio-Literacy Department Head
Vicki Entwistle-ESE Department Head
Renee Jonas-Math PLC Facilitator
Darlene Keller-ESE PLC Facilitator
Charles Kohl-Social Students PLC Facilitator
Megan Riley-Social Studies Department Head
Kim Rys-Science Department Head
Suzanne Palmgren-Eighth Grade Level Leader
Pam Shaw-Seventh Grade Level Leader
Jill Sluder-Math Department Head
Lacie Stern-Science PLC Facilitator
Bret Wiest-Electives/Guidance/SSAP 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 then disseminate the information from our leadership meetings to their teams and departments during those regularly scheduled meetings throughout the month. Said members act as liaisons to work with remaining faculty and staff so all instructional members of Bayonet Point Middle School work toward a common goal.

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

Title I funds have been used to hire additional teachers in the area of math in addition to a Math Coach, who will work with teachers to develop engaging lessons and provide additional small group instruction to students. Math is an identified area needing improvement for Bayonet Point Middle School. In addition, PLC meetings are held three times a month, where departments of teachers collaborate on best instructional practices to increase student achievement. Additionally, monthly grade level meetings focus on grade specific content information as well as student concerns. The newly updated Early Warning System will be utilized to identify students needing additional supports in order to be successful. Furthermore, In School Staffings and School Based Intervention Team meetings are held to identify and discuss students in need of differentiated instructional strategies to be academically successful.

School Advisory Council (SAC)

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
Geri Briggs	Education Support Employee
Suzanne Palmgren	Teacher
Panagiota Shaw	Teacher
Sarah Trowell	Education Support Employee
Derek Kuryliw	Business/Community
Brad Smith	Business/Community
Joan Rosalia	Education Support Employee
	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

With the arrival of a new principal over the summer, all faculty (within departments) were asked to provide input related to the school vision and mission. The leadership team took this input to begin developing a plan from the ground up. This new vision includes multiple advisory groups, including attendance, discipline, early warning system, family involvement, healthy foods, safety, and staff/student recognition. Results of the 2013 Gallup poll of students and staff were used as the overall guiding direction to increase staff/student engagement and student hope on the campus. In addition, departments worked in their PLCs to analyze content-specific data, generate hypotheses for student

performance, target specific skills related to reading, writing and math, and develop school-wide learning goals for the students to demonstrate growth over time. All PLC input was considered when developing the benchmarks for the SIP.

Preparation of the school's annual budget and plan

Every aspect of the school budget has been broken down and analyzed to maximize learning supports for the students. Title 1 Funds were scrutinized and amendment requests were provided to the school board for approval. Our goal was to best utilize funding for additional math supports and to still allow funding for family involvement activities related to academics and social/emotional needs of students. Any remaining funds and principal discretionary funds are planned for technology integration into the learning process.

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. ($2200.00)
2) Funds were requested to take students to Kennedy Space Center for the 8th Grade Science classes...money would fund busses ($1000.00)

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

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

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team works with instructional staff members to promote literacy within the school in a variety of ways. Teachers and administrators attend PLC meetings and grade level meetings, where literacy strategies are discussed. Cross curricular strategies are discussed as well.

Public and Collaborative Teaching

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

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

Teacher planning time during the day is grouped by department and grade level (e.g., 6th grade science) to allow for collaboration on unit lessons. In addition, Professional Learning Community (PLC) meetings are held by every department each week (weeks 1, 2 and 3) with all grade levels contributing to the

review of student data and unpacking of standards. The 4th week, the departments merge into grade level meetings to share departmental information and discuss student data across disciplines.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

The staff of Bayonet Point Middle School uses data to meet the diverse needs of students in a variety of ways. Teachers and support staff provide small group instruction to students needing additional support in order to attain proficient levels on state assessments. Teachers provide additional support during lunch period and after school. Opportunity Hall was offered for students needing additional supports as well. Bayonet Point also has two SSAP teachers who offer much smaller, more individualized instruction for students who are behind.

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

Strategy: Extended School Day

Minutes added to school year: 36,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Wild, Kathy, khorten@pasco.k12.fl.us

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Bayonet Point Middle School hosts an Open House night in the Spring for incoming sixth graders to provide opportunities for parents and students to become familiar with our school. The school history and overview of programmatic supports were shared and families were invited to tour the campus and meet the staff. In addition, the school counselors planned daytime events where students toured the campus during the day to see middle school classes in session. The ESE staff planned ahead collaboratively throughout the school year with the feeder pattern schools to prepare supports for incoming student needs. We also partner with our feeder pattern high schools for outgoing students to create articulation procedures as a way for students to successfully transition from one level to another. We provided time during the school day for the 8th graders to meet with their respective high school counselors and learn about course and graduation requirements. Families were made aware of high school open houses hosted during the evening.

College and Career Readiness

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

Bayonet Point Middle School partners with several community agencies including
1. Junior Achievement comes into our school during January for a wonderful, fun-filled morning of activity and learning which meet Common Core standards. The Diploma-see: Economics of Success program consists of several activities to help students understand the principles of Personal Finance and the benefits of obtaining an education. Volunteers from our local business community will lead each eighth grade class through a series of hands on activities that help students realize the

importance of an education when they enter the workforce. Students will explore their personal skills and interests, various career opportunities, credit, insurance, personal budgeting and the consequences of the decisions they make today on their future. They are encouraged to define what success means for them individually and to set goals to attain their success. The program includes practical information about the following key topics: choices and self-knowledge, education and career options, budgeting, using credit, credit score, and financial risk.The material correlates well to state social studies, English, and math standards, as well as to the Common Core State Standards in English/language arts and mathematics.

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

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

BPMS provides vocational education exploration programs in the areas of business, graphic arts and manufacturing. The 7th grade students participate in a 60-day rotation through these courses in order to learn more about career components and requirements for professions utilizing these skills. The students then have an opportunity to return to these courses during 8th grade for a more in-depth learning experience. At this time, there are no industry certification programs offered on the middle school campus.

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A at middle school level

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.   By June of 2015, BPMS will increase student achievement by reducing the number of disruptive class behavior referrals by 25%.

G2.   By June of 2015, BPMS will increase student proficiency (from 28% to 50%) in writing as measured by the state assessment in writing.

G3.   By May of 2015, Bayonet Middle School will increase student proficiency in mathematics from 36% to 44% as measured by the state assessment.

Strategic Goals Detail

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

G1. By June of 2015, BPMS will increase student achievement by reducing the number of disruptive class behavior referrals by 25%. 1a

G042554

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	25.0

Resources Available to Support the Goal 2

- Grade Level Assemblies to establish expectations and make students aware of policies and consequences.

- Staff Development focusing on classroom management strategies for disruptive behaviors.

- Utilize Behavior Specialist to work with students, teachers, and parents to help reduce repetitive disruptive behaviors.

Targeted Barriers to Achieving the Goal 3

- Lack of consistency enforcing policies in previous years.

- Teachers relying on In School Suspension as a solution to disruptive classroom behavior.

Plan to Monitor Progress Toward G1. 8

Discipline referral data will be pulled monthly and reviewed at monthly discipline committee meetings.

Person Responsible

Laura Luter

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Discipline referral data will be pulled monthly and analyzed for patterns in behavior that still need to be addressed. The Discipline Committee will review these behaviors and implement a plan to reduce these behaviors.

G2. By June of 2015, BPMS will increase student proficiency (from 28% to 50%) in writing as measured by the state assessment in writing. [1a]

🔑 G042553

Targets Supported [1b]

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal [2]

- District Support Team specialists in Language Arts & Reading

- Technology

- Instructional Assistant to work with low performing students

- Discovery Ed Data

- achievethecore.org and other online resources

- Canvas course specifically designed to model FSA testing for students

Targeted Barriers to Achieving the Goal [3]

- New FSA Testing format

- Availability of resources, especially technology

Plan to Monitor Progress Toward G2. [8]

Teacher formative and summative assessments will be utilized to monitor progress to our writing goal of increasing writing proficiency.

Person Responsible
Kathy Wild

Schedule
Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion
Each Reading and Language Arts teacher will bring their formative and summative assessment data to their PLC to analyze as individual teachers and then as a department.

G3. By May of 2015, Bayonet Middle School will increase student proficiency in mathematics from 36% to 44% as measured by the state assessment. 1a

🔍 G040485

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	44.0

Resources Available to Support the Goal 2

- ITC, Instructional Trainer Coach, to work with low performing students

- Increase technology

- Pasco STAR

- FSA Portal

- Northwest Regional Support Team

Targeted Barriers to Achieving the Goal 3

- Student attendance

- Prior Knowledge

Plan to Monitor Progress Toward G3. 8

Teacher formative and summative assessments will be utilized to monitor progress to our goal of increasing math proficiency.

Person Responsible
Shelley Carrino

Schedule
Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion
Minutes from PLC meetings will show student progress toward mastery of math benchmarks.

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. By June of 2015, BPMS will increase student achievement by reducing the number of disruptive class behavior referrals by 25%. 1

🔑 G042554

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

🔑 B103859

G1.B1.S1 Inform students via grade level assemblies of policies and consequences at the start of the year. Use posters to visually remind students of policies and consequences (post around school). 4

🔑 S114994

Strategy Rationale

Educating students, empowers them to make the right choices.

Action Step 1 5

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

Person Responsible

Shelley Carrino

Schedule

On 8/19/2014

Evidence of Completion

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

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

Person Responsible

Laura Luter

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Attendance reports, tardy reports, discipline summaries

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

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

Person Responsible

Laura Luter

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

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

B103860

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

S114999

Strategy Rationale

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

Action Step 1 5

Provide teachers with staff development in classroom management targeting minor classroom disruptive behaviors.

Person Responsible

Shelley Carrino

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Staff sign in sheet and staff feedback survey.

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

Follow up with staff members who attended the classroom management training to discuss the effectiveness of strategies learned at the training.

Person Responsible

Laura Luter

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teacher feedback supported by a ODR report individualized for each teacher.

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

Teachers will be provided with additional follow-up classroom management trainings to reflect on their implementation of strategies as well as collaborate with colleagues on effective methods they have used to manage their students behavior.

Person Responsible

Shelley Carrino

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Meeting minutes and sign-in-sheet as well as reviewing teacher's individual data on ODR's, parent phone calls home, in class interventions, and out of class interventions.

G2. By June of 2015, BPMS will increase student proficiency (from 28% to 50%) in writing as measured by the state assessment in writing. `1`

🔑 G042553

G2.B1 New FSA Testing format `2`

🔑 B103877

G2.B1.S1 Educate teachers on the new FSA testing format `4`

🔑 S115009

Strategy Rationale

If teachers are comfortable and educated on the new testing format, that will naturally translate to their students increasing their confidence when they take the state assessment.

Action Step 1 `5`

The Instructional Leadership Team will be provided with monthly updates on FSA as well as hands on opportunities to explore the new testing format.

Person Responsible

Shelley Carrino

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

PLC meetings will document follow through via meeting minutes of translating information learned at leadership to their PLC's.

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

Administration will review weekly lesson plans and conduct weekly walk-throughs.

Person Responsible

Shelley Carrino

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans and walkthrough data

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

Administration will meet with teachers to reflect on deliberate planning and implementation of writing strategies that are consistent with FSA testing.

Person Responsible

Shelley Carrino

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans will be reviewed and discussed as well as both formative and summative assessments that are being used in class to measure writing proficiency.

G2.B3 Availability of resources, especially technology 2

B103879

G2.B3.S1 Utilize funds available to purchase additional laptop or ipad carts 4

S115018

Strategy Rationale

Teachers need to put technology in the students hands on a regular basis to simulate computer based testing in an effort to increase confidence when testing thereby increasing student proficiency levels on state assessments.

Action Step 1 5

Administration will work with our Media Assistant to get appropriate quotes and facilitate the purchase of new technology and ensure that it is available for teachers to check out regularly.

Person Responsible

Shelley Carrino

Schedule

On 12/5/2014

Evidence of Completion

New laptop & ipad carts are available for teacher use.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Create procedures for checking out technology and monitor which teachers are taking advantage of having technology in their classrooms on a regular basis.

Person Responsible

Shelley Carrino

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Review Media checkout calendar to verify what teachers are checking out technology and then follow-up with walk-throughs to see the technology in use.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Teachers will review assessment data (both formative and summative) for each of their classes using technology and show patterns of growth in proficiency.

Person Responsible

Shelley Carrino

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Teachers are bringing assessment data to PLC's each month to review and analyze growth and declines in proficiency. Documentation of these events will be noted in the weekly PLC minutes.

G3. By May of 2015, Bayonet Middle School will increase student proficiency in mathematics from 36% to 44% as measured by the state assessment. `1`

🔍 G040485

G3.B6 Student attendance `2`

🔍 B103887

G3.B6.S1 Attendance committee will monitor attendance concerns. `4`

🔍 S115949

Strategy Rationale

Ensure students maximize instructional time by being present and on task at school.

Action Step 1 `5`

The attendance will meet monthly to monitor student attendance and provide appropriate interventions

Person Responsible

Laura Luter

Schedule

Monthly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Attendance reports run biweekly. Meeting minutes and individual student follow up documentation for each student discussed.

Plan to Monitor Fidelity of Implementation of G3.B6.S1 `6`

Ongoing review of individual student data and interventions documented on attendance summary sheets.

Person Responsible

Laura Luter

Schedule

Monthly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Documentation of parent contacts, student interventions and outcomes will result in increased attendance.

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 `7`

Impact of documentation and interventions will result in increased student attendance.

Person Responsible

Laura Luter

Schedule

Monthly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Student attendance reports

G3.B7 Prior Knowledge 2

B103888

G3.B7.S1 Add an Intensive Math Class to master schedule for all Level 1 6th grade math students. 4

S115019

Strategy Rationale

Intensive math will provide the 6th graders with additional supports and interventions to develop a stronger skill set to help improve math proficiency.

Action Step 1 5

Explain the rationale behind adding a 6th grade Intensive Math course to ALL stakeholders.

Person Responsible

Shelley Carrino

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Common Assessment data will be used to help support the purpose and need for the class.

Plan to Monitor Fidelity of Implementation of G3.B7.S1 6

Math teachers will be supported through their PLC's to develop and implement common assessment data.

Person Responsible

Shelley Carrino

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Documentation of common assessment data in eSembler.

Plan to Monitor Effectiveness of Implementation of G3.B7.S1 `7`

Data sharing will be an expectation at weekly PLC's and each teacher's data will be documented in the PLC minutes.

Person Responsible

Shelley Carrino

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Student scores on common assessments as well as intermittent formative and summative assessments given to students in class.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Develop Grade level assemblies that address the school expectations for the year, tardy policy, dress code policy, wireless communication device policy, and attendance policy as well as zero tolerance and anti-bullying.	Carrino, Shelley	8/19/2014		8/19/2014 one-time
G1.B2.S1.A1	Provide teachers with staff development in classroom management targeting minor classroom disruptive behaviors.	Carrino, Shelley	9/2/2014	Staff sign in sheet and staff feedback survey.	5/29/2015 quarterly
G2.B1.S1.A1	The Instructional Leadership Team will be provided with monthly updates on FSA as well as hands on opportunities to explore the new testing format.	Carrino, Shelley	8/25/2014	PLC meetings will document follow through via meeting minutes of translating information learned at leadership to their PLC's.	5/29/2015 monthly
G2.B3.S1.A1	Administration will work with our Media Assistant to get appropriate quotes and facilitate the purchase of new technology and ensure that it is available for teachers to check out regularly.	Carrino, Shelley	9/8/2014	New laptop & ipad carts are available for teacher use.	12/5/2014 one-time
G3.B7.S1.A1	Explain the rationale behind adding a 6th grade Intensive Math course to ALL stakeholders.	Carrino, Shelley	9/2/2014	Common Assessment data will be used to help support the purpose and need for the class.	5/29/2015 quarterly
G3.B6.S1.A1	The attendance will meet monthly to monitor student attendance and provide appropriate interventions	Luter, Laura	9/11/2014	Attendance reports run biweekly. Meeting minutes and individual student follow up documentation for each student discussed.	5/29/2015 monthly
G1.MA1	Discipline referral data will be pulled monthly and reviewed at monthly discipline committee meetings.	Luter, Laura	8/25/2014	Discipline referral data will be pulled monthly and analyzed for patterns in behavior that still need to be addressed. The Discipline Committee will review these behaviors and implement a plan to reduce these behaviors.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Discipline and attendance reports will be run monthly and data analyzed to determine the effectiveness of the implementation of these new policies and consequences.	Luter, Laura	8/25/2014	Discipline and attendance data will be collected from Pasco Star and TERMS and documented in a spreadsheet so that comparisons can be made to prior data.	5/29/2015 monthly
G1.B1.S1.MA1	Discipline Committee will review data and get feedback from the staff, students, and parents on the effectiveness of the grade level assemblies and student compliance with the policies.	Luter, Laura	8/25/2014	Attendance reports, tardy reports, discipline summaries	5/29/2015 monthly
G1.B2.S1.MA1	Teachers will be provided with additional follow-up classroom management trainings to reflect on their implementation of strategies as well as collaborate with colleagues on effective methods they have used to manage their students behavior.	Carrino, Shelley	10/6/2014	Meeting minutes and sign-in-sheet as well as reviewing teacher's individual data on ODR's, parent phone calls home, in class interventions, and out of class interventions.	5/29/2015 monthly
G1.B2.S1.MA1	Follow up with staff members who attended the classroom management training to discuss the effectiveness of strategies learned at the training.	Luter, Laura	9/2/2014	Teacher feedback supported by a ODR report individualized for each teacher.	5/29/2015 monthly
G2.MA1	Teacher formative and summative assessments will be utilized to monitor progress to our writing goal of increasing writing proficiency.	Wild, Kathy	9/8/2014	Each Reading and Language Arts teacher will bring their formative and summative assessment data to their PLC to analyze as individual teachers and then as a department.	5/29/2015 every-6-weeks
G2.B1.S1.MA1	Administration will meet with teachers to reflect on deliberate planning and implementation of writing strategies that are consistent with FSA testing.	Carrino, Shelley	9/8/2014	Lesson plans will be reviewed and discussed as well as both formative and summative assessments that are being used in class to measure writing proficiency.	5/29/2015 every-6-weeks
G2.B1.S1.MA1	Administration will review weekly lesson plans and conduct weekly walk-throughs.	Carrino, Shelley	9/8/2014	Lesson plans and walkthrough data	5/29/2015 weekly
G2.B3.S1.MA1	Teachers will review assessment data (both formative and summative) for each of their classes using technology and show patterns of growth in proficiency.	Carrino, Shelley	10/6/2014	Teachers are bringing assessment data to PLC's each month to review and analyze growth and declines in proficiency. Documentation of these events will be noted in the weekly PLC minutes.	5/29/2015 monthly
G2.B3.S1.MA1	Create procedures for checking out technology and monitor which teachers are taking advantage of having technology in their classrooms on a regular basis.	Carrino, Shelley	10/6/2014	Review Media checkout calendar to verify what teachers are checking out technology and then follow-up with walk-throughs to see the technology in use.	5/29/2015 monthly
G3.MA1	Teacher formative and summative assessments will be utilized to monitor progress to our goal of increasing math proficiency.	Carrino, Shelley	8/25/2014	Minutes from PLC meetings will show student progress toward mastery of math benchmarks.	5/29/2015 weekly
G3.MA1	[no content entered]			one-time	
G3.MA1	[no content entered]			one-time	
G3.B7.S1.MA1	Data sharing will be an expectation at weekly PLC's and each teacher's data will be documented in the PLC minutes.	Carrino, Shelley	9/2/2014	Student scores on common assessments as well as intermittent formative and summative assessments given to students in class.	5/29/2015 monthly
G3.B7.S1.MA1	Math teachers will be supported through their PLC's to develop and implement common assessment data.	Carrino, Shelley	9/2/2014	Documentation of common assessment data in eSembler.	5/29/2015 monthly
G3.B6.S1.MA1	Impact of documentation and interventions will result in increased student attendance.	Luter, Laura	9/11/2014	Student attendance reports	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B6.S1.MA1	Ongoing review of individual student data and interventions documented on attendance summary sheets.	Luter, Laura	9/11/2014	Documentation of parent contacts, student interventions and outcomes will result in increased attendance.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. By June of 2015, BPMS will increase student achievement by reducing the number of disruptive class behavior referrals by 25%.

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

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

PD Opportunity 1

Provide teachers with staff development in classroom management targeting minor classroom disruptive behaviors.

Facilitator

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

Participants

All BPMS staff

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Technical Assistance Items

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

G2. By June of 2015, BPMS will increase student proficiency (from 28% to 50%) in writing as measured by the state assessment in writing.

G2.B1 New FSA Testing format

G2.B1.S1 Educate teachers on the new FSA testing format

PD Opportunity 1

The Instructional Leadership Team will be provided with monthly updates on FSA as well as hands on opportunities to explore the new testing format.

Facilitator

Shelley Carrino & District Support Staff in Reading and Language Arts

Participants

All Instructional Staff

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Goal 3: By May of 2015, Bayonet Middle School will increase student proficiency in mathematics from 36% to 44% as measured by the state assessment.	0
Grand Total	**0**

Goal 3: By May of 2015, Bayonet Middle School will increase student proficiency in mathematics from 36% to 44% as measured by the state assessment.		
Description	**Source**	**Total**
B1.S1.A1		0
Total Goal 3		**0**