

St. Johns County School District

Pacetti Bay Middle School



2017-18 School Improvement Plan

Pacetti Bay Middle School

245 MEADOWLARK LN, St Augustine, FL 32092

www-pbm.stjohns.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	No	20%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the St. Johns 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Pacetti Bay Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Pacetti Bay Middle School aims to inspire within all a passion for lifelong learning and a commitment to personal integrity and academic excellence.

b. Provide the school's vision statement

"The Bay" exists to provide a safe harbor for all to explore personal pathways to become contributing members of a diverse society.

2. School Environment

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

PBMS surrounds its students and community with the ideology of Character Counts!. Each student is treated as an individual learner who has the ability to explore his/her own as well as other cultures through the support of community centered instructional programming. Teachers and students proceed through curriculum-mapped unit plans that allow for strong instructional and social relationships to be developed between students and staff members of Pacetti Bay Middle School.

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

Through the implementation of The Wildcat Way, the revised school-wide expectations model, students are informed and exhibit appropriate behavior and peer interactions. The Wildcat Way are the expectations of all individuals in our community. The Wildcat Way are the standards of excellence we hold ourselves to as members of this community. We are expected to meet these expectations in everything we do. Staff members meet with individual groups throughout the beginning of the school year to review The Wildcat Way expectations.

These expectations are:

- *Be Responsible
- *Be On Time and Prepared to Learn
- *Be an Active Learner
- *Be Respectful

In addition, students in the 6th grade are offered a Summer Adventure Middle School Camp and actively participate in the The Boomerang Project- Where Everybody Belongs (WEB) as a way to assist with acclimation to the PBMS culture and expectations.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A modified form of this discipline practice has been incorporated into our school-wide discipline expectation, The Wildcat Way. Students are taught Active Listening skills, given precise consequences, and assist in selecting positive rewards to establish a set structure within the classroom that promotes student learning.

PBMS also uses the 4-step problem-solving model as part of the MTSS/Rtl program to address behavioral systems:

Step 1--define, in objective and measurable terms, the goal(s) to be attained

Step 2--identify possible reasons why the desired goal(s) is not being attained.

Step 3--develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4--evaluate the effectiveness of the plan in relation to stated goal.

Through both school wide expectations (The Wildcat Way), as well as individual classroom behavioral expectations, students are exposed to Tier 1, 2 and 3 levels of support that operate under the St. Johns County Code of Student Conduct.

Weekly, our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Consequently, weekly MTSS meetings are held to discuss individual student needs for those students not meeting grade level proficiency.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance program at Pacetti Bay Middle School is an educationally-based, developmental guidance program that centers on helping students develop positive self-concepts so that they can learn more effectively and efficiently. This guidance process focuses on developmental needs, interests, and concerns. Our guidance counselors recognize the unique changes, behaviors, and attitudes associated with various age levels and are available to counsel as needed. The guidance program is comprehensive in its scope.

Our counselors will be coordinating class scheduling, teacher conferences, the exceptional student referral process, and the testing procedures. It is our objective to enhance the quality of Pacetti Bay Middle School and provide a balanced guidance counseling program for all of our students. A student in need of guidance support need only receive written permission from his classroom teacher or a school-based adult to be granted permission. The MTSS/Rtl Core Team includes all guidance counselors as part of the weekly process of reviewing student performance and behavioral data.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our MTSS/RTI Core team and our Guidance PLC will be focusing on the following Early Warning Systems to identify students in need of extra support:

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	17	32	39	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	2	41	41	0	0	0	0	84
Course failure in ELA or Math	0	0	0	0	0	0	1	9	9	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	42	70	58	0	0	0	0	170

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	4	20	26	0	0	0	0	50

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

Students with reading scores at level 1 are enrolled in an Intensive Reading/ELA class with the same certified instructor in 6th,7th and 8th grades. It affords another opportunity for students to have a block of time in a class which equips them with reading strategies and literacy development.

Students with math scores at level 1 are enrolled in the Intensive Math class. This year the students' math teacher is also their Intensive Math instructor. This allows for seamless instruction and additional time working on concepts that build number sense/overall math skills. This model was the most productive in our previous year format.

A system for parent contact is utilized for students with chronic attendance issues. At the 5, 10 and 15 day juncture contact is made via a letter from the Computer Operator's office and a phone call from the office is placed to the parents of those students.

Students identified for disciplinary actions (OSS/ISS) are counseled with the dean of students or guidance counselor, and monitored throughout the year within the school tracking system. Referral to MTSS could take place if student meets behavior criteria.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

By utilizing the Keep N Track system, PBMS will monitor the number of volunteers, the number of dedicated hours of service, and where those hours are impacting our students. The ultimate goal will

be to not only increase the overall percentage, but to also increase the percentage of volunteers who work in classrooms that will have a direct impact on student achievement and performance.

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

PBMS will continue its involvement in maintaining its 11th consecutive year in participating in the Florida Department of Education Five Star School Recognition program. Through this model, PBMS will continue to foster sustainable partnerships as indicated in the 2017-18 Five Star School application and approval package. In July 2017, PBMS was notified that it was to receive its 10th consecutive Five Star School recognition for building sustainable community and business partnerships for the sole purpose of securing and utilizing resources to support our school and student achievement.

A new initiative for community involvement for the 2017-18 school year will be the implementation of a school-wide "Be the Change" project. Be the Change programming will center around the six pillars of character as it relates to our students engaging their thoughts, ideas and actions towards community centered activism. New projects like Stop Hunger Now, Wildcat Thank Veterans and Make a Wish will all be coordinated through the "Be the Change" community service team programming.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Willets, Jay	Principal
Powers, Twila	Assistant Principal
Chiodo, Drew	Assistant Principal
Canoura, Tony	Guidance Counselor
Norris, Kassie	Dean
Granados, Laura	Guidance Counselor
Johns, Kristin	Guidance Counselor
Latta, Dustin	Dean
Shatto, Julie	Instructional Coach
James, Dion	Instructional Technology
Henry, Pam	Administrative Support
Blocker, Jack	Other
Arline, Wenona	Assistant Principal

b. Duties

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

Responsibilities

- Member of core team
- Attends core meetings

- Attends Rtl review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for Rtl students into the Rtl folder
- Updates data into the Rtl digital database
- Schedules meetings to review Rtl plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA
- Ensure both physical and digital components for plan implementation are met for all students
- Coordinate and reconcile funding sources for instructional needs
- All other Non-curriculum/MTSS duties necessary for the successful operations of a comprehensive middle school

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

PBMS uses the 4-step problem-solving model as part of the MTSS/Rtl program to address behavioral systems:

Step 1--define, in objective and measurable terms the goal(s) to be attained

Step 2--identify possible reasons why the desired goal(s) is not being attained.

Step 3--develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4--evaluate the effectiveness of the plan in relation to stated goal.

Through both school wide expectations (The Wildcat Way), as well as individual classroom behavioral expectations, students are exposed to Tier 1, 2 and 3 levels of support that operate under the St. Johns County Code of Student Conduct.

We will utilize our SAI and SAR (Supplemental At Risk) funding of \$84,461.62 in the following manner:

Supplemental Academic Improvement (SAI) funding will support an intensive reading teacher who would work with students not finding success in their reading classes. The intensive reading class would support instruction of both current grade level standards as well as identify gaps in prior standards. Our intensive reading teacher will continuously communicate with the standard reading teachers to make certain to support current instruction. We will use Making Meaning as a support

curriculum source to aid in closing gaps in learning. Our anticipated outcome will be to address the learning gaps of our struggling reading students so that they find success in their grade-level classes. We will determine success through summative and formative assessments, as well as progress monitoring and standardized test results as available. The personnel cost, including benefits, will be \$55,120. \$29,000 will also be utilized to pay for a paraprofessional who will support both MTSS and ESE students as needed based on 504, Tier Plans and IEPs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jay Willets	Principal
Lisa Fink	Teacher
Beth Stojanovic	Parent
Donna Frank	Education Support Employee
Hedy Sberna	Education Support Employee
Gentry Grimes	Student
Hannah Heart	Teacher
Chris MacEwan	Parent
Staci Ferrell	Parent
Susan Paczkowski	Parent
Kris Beringer	Parent
Lisa Urban	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

On September 28th, 2017, the SAC team for PBMS will meet for the initial meeting for the 2017-18 school year. Mr. Willets, PBMS Principal, provide an overview of the goals of our SAC organization and the overall plans for the upcoming year. In November, our School Improvement Plan update will take place as an evening affair to allow maximum parent participation. Mr. Willets will review the performance data for each of the School Grade subsections. SAC members will have the opportunity to review 16-17 data in relation to student proficiency, learning gains and lower quartile growth. SIP plan goals in the areas of Reading, Math, Science and EWS will be reviewed.

b. Development of this school improvement plan

* School administration reviews the data used to develop the SIP, asks questions, and gives suggestions on the current development of the SIP.

c. Preparation of the school's annual budget and plan

SAC members will be informed of current budget and have opportunities to review prior minutes from last year. New year budgetary plans for general, SAI and SAR will be reviewed as well.

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

The SAC committee will discuss funding ideas for any allocated funds for the 2017-18 school year once meetings resume.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Willets, Jay	Principal
Powers, Twila	Assistant Principal
Chiodo, Drew	Assistant Principal
Johns, Kristin	Guidance Counselor
Canoura, Tony	Guidance Counselor
Granados, Laura	Guidance Counselor
Shatto, Julie	Instructional Coach
Anderson, Heather	Teacher, K-12
Green, Sharon	Teacher, K-12
Arline, Wenona	Assistant Principal

b. Duties

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

1. Increase writing achievement for all students.
2. Increase learning outcomes for all students in all subjects, with specific focus on reading interventions.
3. Focus on Florida Standards Implementation
4. Common assessments
5. Increase usage of higher order thinking questions in all subjects.
6. Use Making Meaning to assist struggling readers.
7. Assist in metric analysis utilizing Mastery Connect

Responsibilities

- Member of core team
- Attends core meetings
- Attends RtI review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data

- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for Rtl students into the Rtl folder
- Updates data into the Rtl digital database
- Schedules meetings to review Rtl plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

PBMS continues to participate in the Professional Learning Community (PLC) model as created by Rick Dufour. Through multiple years of training and implementation, PBMS has a designated PLC that utilizes One Note to enhance the collaborative approach of learning communities in an effort to encourage positive working relationships between both vertical and horizontal peer groups.

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

We use the district's online application process, Applitrack, to identify highly qualified, certified-in-field, effective teachers. Administrative team is responsible for this process. The PBMS administrative team actively participates in district recruiting events to increase levels of diversity within the St. Johns County instructional staff population.

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

Our teacher induction program, "The Pacetti Bay Way," functions to help new faculty quickly acclimate to our way of work at Pacetti Bay Middle School. Through an intensive orientation before school starts to ongoing mentoring relationships with veteran faculty members, our new faculty receive continuous support and guidance in their roles as teachers at Pacetti Bay.

Mentors are chosen and assigned based on years of experience, success with instructional best practices, and relation to mentee's subject areas. Mentors and mentees meet regularly throughout the year in one-on-one relationships. During these meetings, mentees are encouraged to ask questions and seek guidance on any school and instructional related issues. Mentors also talk through instructional best practices that are particularly suited to the mentees discipline.

Additionally, new faculty members meet regularly as a whole group with our ILC. These meetings are

designed as “check-ins” during which new faculty share their successes and difficulties and seek answers to any questions about which the ILC is particularly knowledgeable.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

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

The PBMS MTSS process has been developed to review, monitor and coordinated Tier 1,2 and 3 implementation on campus through a weekly core and grade level team format. MTSS teaming occurs during a scheduled Thursday MTSS/RtI dedicated calendar time each week that allows teams to present data or case work on a 6 week cycle for plan implementation. Throughout this format, teams are also immersed in data discussions based on formative assessments and targeted staff development. Based on prior performance data, staffing and resource allocation is targeted towards the implementation of school goals, teacher support systems, and student services.

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

Strategy: Summer Program

Minutes added to school year:

Eighth grade students who fail one academic class during the school year are eligible to participate in the district's grade recovery program by using the online credit recovery resources.

Strategy Rationale

To provide students a secondary support program and opportunity to assist with grade level or class recovery.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Willets, Jay, jay.willets@stjohns.k12.fl.us

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

Data will be collected to see how many enrolled students are successful in recovering their academic credit.

Strategy: Summer Program

Minutes added to school year:

Summer Venture Program for incoming 6th Graders

Strategy Rationale

Rising 6th Graders participate in a two day school based training to help ensure smooth transition into the middle school environment by acclimating them to The Pacetti Bay Way!

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Willets, Jay, jay.willets@stjohns.k12.fl.us

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

Student data of who attended will be tracked to show academic and behavioral success.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Incoming students coming into the 6th grade at PBMS are afforded the opportunity to participate in orientations in May of their 5th grade with school and parent visitation programs as well as the PBMS Summer Venture program. Dedicated 6th grade counselors and MTSS/RtI personnel review rising 6th grade data and plans coming from feeder elementary schools. Once all of this data is collected, observational and statistical, students are placed in appropriate schedules based on individual needs and support programs.

Outgoing cohorts also receive multiple opportunities to visit and explore career and academic programs offered by all high school locations. Parents and students review options with school guidance and administrative personnel in an effort to appropriately guide scheduling for the new year.

Feeder pattern planning, K-12, occurs throughout the entire year during quarterly meetings in an effort to aide in the communication and planning for student progression.

b. College and Career Readiness

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

Career Cruiser: The Career Cruiser is a career and educational planning guide introduced to our 8th grade students through Social Studies to meet the middle school career exploration requirement. The guide contains interest and values surveys to match students to specific workplace skills. It has career exploration activities to identify job trends and career clusters. Students are also introduced to budget planning, financial aid information, and setting of career and educational goals.

We also invite our feeder pattern high schools in to speak to our students on high school planning.

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

Pacetti Bay offers the following Industry Certification courses to our students:

ICT Multimedia – Presentations –2017-18:Year 1 course

ICT Gaming Essentials – Game creation--2017-18: Year 3 course

ICT Programming/Logic Essentials – Programming--2017-18: Year 3 course

ICT Web Design Essentials – Web design, HTML coding--2017-18: Year 2 course

ICT Database Essentials - coding--2017-18: Year 3 course

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Academic Growth- Increase individual student performance growth in the areas of English/ Language Arts, Mathematics, Science and Social Science as measured by state and district assessments.
- G2.** School Culture "The Bay"- To implement Professional Learning Community (PLC) model, Character Counts education, Behavioral/anti-bullying expectation, programming within The Wildcat Way school-wide expectations.
- G3.** School Support- To implement student, staff, family and community support programs to support individualized support programming for secondary academic pathways.

Strategic Goals Detail

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

G1. Academic Growth- Increase individual student performance growth in the areas of English/Language Arts, Mathematics, Science and Social Science as measured by state and district assessments. 1a

G088696

Targets Supported 1b

Indicator	Annual Target
Middle School Acceleration	85.0

Targeted Barriers to Achieving the Goal 3

- Professional Development and consistent implementation related to curriculum planning and class scheduling expectations system, Professional Learning Communities (PLC).

Resources Available to Help Reduce or Eliminate the Barriers 2

- FLDOE Curriculum Resources - CPALMS
- District Curriculum CAST Team and Pacing Guide Resources
- PLC Annual Conferences
- District Support Programming for PLC Implementation
- School-site Professional Development
- School Schedule for Teacher Planning/Training

Plan to Monitor Progress Toward G1. 8

Percentage of staff members who have successfully completed inservice logs or professional development questionnaires.

Person Responsible

Jay Willets

Schedule

Quarterly, from 8/10/2016 to 6/15/2018

Evidence of Completion

Logs and Professional Development Questionnaires and student performance data.

G2. School Culture "The Bay"- To implement Professional Learning Community (PLC) model, Character Counts education, Behavioral/anti-bullying expectation, programming within The Wildcat Way school-wide expectations. 1a

G088697

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	97.0

Targeted Barriers to Achieving the Goal 3

- Professional Development specific to the PLC process/implementation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based professional development
- District based professional development
- Professional Learning Communities (PLC's)
- School wide behavior programming (Wildcat Way)
- Character Counts! Curriculum
- District and state curriculum resources
- Solution Tree

Plan to Monitor Progress Toward G2. 8

Quarterly district and classroom assessments

Person Responsible

Twila Powers

Schedule

Quarterly, from 8/10/2017 to 6/15/2018

Evidence of Completion

Spreadsheet of assessment scores as reported by school/district/state.

G3. School Support- To implement student, staff, family and community support programs to support individualized support programming for secondary academic pathways. 1a

G088698

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	96.0

Targeted Barriers to Achieving the Goal 3

- Next level implementation of remedial/enrichment programming within the PLC model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-based professional development and programming (WEB)
- District-based professional development (Schoology and PLC)
- School/district/State reporting systems (PLC)

Plan to Monitor Progress Toward G3. 8

Through implementation of PLC process, student formative/summative data reports will be monitored through the One Note application.

Person Responsible

Jay Willets

Schedule

Quarterly, from 8/10/2017 to 6/15/2018

Evidence of Completion

One Note application logs, student performance data and inservice rosters.

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. Academic Growth- Increase individual student performance growth in the areas of English/Language Arts, Mathematics, Science and Social Science as measured by state and district assessments. **1**

 G088696

G1.B1 Professional Development and consistent implementation related to curriculum planning and class scheduling expectations system, Professional Learning Communities (PLC). **2**

 B236013

G1.B1.S1 Provide professional development in the area of PLC programming, scheduling balance, iTeam groupings and support needs. **4**

 S248813

Strategy Rationale

In order to create balanced curriculum teams, provide targeted teacher training, coordinate resources and effectively plan/track for enrichment and remedial programming.

Action Step 1 **5**

Implement the Professional Learning Community (PLC) model throughout all grade levels and disciplines.

Person Responsible

Jay Willets

Schedule

Quarterly, from 8/10/2017 to 6/15/2018

Evidence of Completion

District professional development logs and inservice rosters

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

Inservice logs and district approved rosters will be used to monitor fidelity of implementation.

Person Responsible

Jay Willets

Schedule

Biweekly, from 8/10/2017 to 6/15/2018

Evidence of Completion

Pre-planning Inservice rosters and professional development logs.

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

Administrative review of inservice logs, student performance data and professional development attendance will be utilized to monitor compliance.

Person Responsible

Jay Willets

Schedule

Quarterly, from 8/10/2016 to 6/15/2018

Evidence of Completion

Inservice logs, student performance data and professional development attendance as collected by district protocol.

G2. School Culture "The Bay"- To implement Professional Learning Community (PLC) model, Character Counts education, Behavioral/anti-bullying expectation, programming within The Wildcat Way school-wide expectations. 1

G088697

G2.B1 Professional Development specific to the PLC process/implementation. 2

B236015

G2.B1.S1 Small group professional development 4

S248814

Strategy Rationale

To utilize the PLC format for peer collaboration relative to formative and summative assessment data related to district curriculum maps.

Action Step 1 5

PLC implementation for grade level subject matter, interdisciplinary teaming to help students produce and defend claims by examining reasoning, logic, processes and procedures.

Person Responsible

Jay Willets

Schedule

Monthly, from 8/10/2017 to 6/15/2018

Evidence of Completion

PLC collaboration in One Note

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

reviewing meeting minutes, attending meeting/training, student performance data

Person Responsible

Jay Willets

Schedule

Monthly, from 8/10/2017 to 6/15/2018

Evidence of Completion

Student performance data, One Note PLC planning and inservice logs

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

District mid-term data, EOC and State FSA

Person Responsible

Jay Willets

Schedule

Quarterly, from 8/10/2017 to 6/15/2018

Evidence of Completion

Assessment data (summative/formative)

G3. School Support- To implement student, staff, family and community support programs to support individualized support programming for secondary academic pathways. 1

G088698

G3.B3 Next level implementation of remedial/enrichment programming within the PLC model. 2

B236020

G3.B3.S1 Create targeted professional development that is specific to teacher/classroom needs. 4

S258206

Strategy Rationale

To provide instructional staff members with usable strategies/techniques to implement in PLC format.

Action Step 1 5

Provide targeted professional development to instructional groups.

Person Responsible

Jay Willets

Schedule

Monthly, from 8/10/2017 to 6/15/2018

Evidence of Completion

PLC One Note logs, professional development syllabus and attendance logs, student performance

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Implementation of a standardized PLC reporting model through One Note.

Person Responsible

Jay Willets

Schedule

Biweekly, from 8/10/2017 to 6/15/2018

Evidence of Completion

One Note completion of the PLC process directly linked to power standards.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Implementation of administrative support, staff training and tracking of PLC programming.

Person Responsible

Jay Willets













Schedule

Biweekly, from 8/10/2017 to 6/15/2018

Evidence of Completion

Completion of One Note PLC model and student performance data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M338781	Percentage of staff members who have successfully completed inservice logs or professional...	Willets, Jay	8/10/2016	Logs and Professional Development Questionnaires and student performance data.	6/15/2018 quarterly
G2.MA1  M338788	Quarterly district and classroom assessments	Powers, Twila	8/10/2017	Spreadsheet of assessment scores as reported by school/district/state.	6/15/2018 quarterly
G3.MA1  M338797	Through implementation of PLC process, student formative/summative data reports will be monitored...	Willets, Jay	8/10/2017	One Note application logs, student performance data and inservice rosters.	6/15/2018 quarterly
G1.B1.S1.MA1  M338779	Administrative review of inservice logs, student performance data and professional development...	Willets, Jay	8/10/2016	Inservice logs, student performance data and professional development attendance as collected by district protocol.	6/15/2018 quarterly
G1.B1.S1.MA1  M338780	Inservice logs and district approved rosters will be used to monitor fidelity of implementation.	Willets, Jay	8/10/2017	Pre-planning Inservice rosters and professional development logs.	6/15/2018 biweekly
G1.B1.S1.A1  A324618	Implement the Professional Learning Community (PLC) model throughout all grade levels and...	Willets, Jay	8/10/2017	District professional development logs and inservice rosters	6/15/2018 quarterly
G2.B1.S1.MA1  M338782	District mid-term data, EOC and State FSA	Willets, Jay	8/10/2017	Assessment data (summative/formative)	6/15/2018 quarterly
G2.B1.S1.MA1  M338783	reviewing meeting minutes, attending meeting/training, student performance data	Willets, Jay	8/10/2017	Student performance data, One Note PLC planning and inservice logs	6/15/2018 monthly
G2.B1.S1.A1  A324619	PLC implementation for grade level subject matter, interdisciplinary teaming to help students...	Willets, Jay	8/10/2017	PLC collaboration in One Note	6/15/2018 monthly
G3.B3.S1.MA1  M358830	Implementation of administrative support, staff training and tracking of PLC programming.	Willets, Jay	8/10/2017	Completion of One Note PLC model and student performance data.	6/15/2018 biweekly
G3.B3.S1.MA1  M358829	Implementation of a standardized PLC reporting model through One Note.	Willets, Jay	8/10/2017	One Note completion of the PLC process directly linked to power standards.	6/15/2018 biweekly
G3.B3.S1.A1  A339339	Provide targeted professional development to instructional groups.	Willets, Jay	8/10/2017	PLC One Note logs, professional development syllabus and attendance logs, student performance	6/15/2018 monthly

V. Professional Development Opportunities

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

G1. Academic Growth- Increase individual student performance growth in the areas of English/Language Arts, Mathematics, Science and Social Science as measured by state and district assessments.

G1.B1 Professional Development and consistent implementation related to curriculum planning and class scheduling expectations system, Professional Learning Communities (PLC).

G1.B1.S1 Provide professional development in the area of PLC programming, scheduling balance, iTeam groupings and support needs.

PD Opportunity 1

Implement the Professional Learning Community (PLC) model throughout all grade levels and disciplines.

Facilitator

Solutions Tree, school administration, PLC trained teachers and literacy coach.

Participants

PBMS Staff

Schedule

Quarterly, from 8/10/2017 to 6/15/2018

G2. School Culture "The Bay"- To implement Professional Learning Community (PLC) model, Character Counts education, Behavioral/anti-bullying expectation, programming within The Wildcat Way school-wide expectations.

G2.B1 Professional Development specific to the PLC process/implementation.

G2.B1.S1 Small group professional development

PD Opportunity 1

PLC implementation for grade level subject matter, interdisciplinary teaming to help students produce and defend claims by examining reasoning, logic, processes and procedures.

Facilitator

Julie Shatto-ILC

Participants

Whole group and small group PLC instructional groups

Schedule

Monthly, from 8/10/2017 to 6/15/2018

G3. School Support- To implement student, staff, family and community support programs to support individualized support programming for secondary academic pathways.

G3.B3 Next level implementation of remedial/enrichment programming within the PLC model.

G3.B3.S1 Create targeted professional development that is specific to teacher/classroom needs.

PD Opportunity 1

Provide targeted professional development to instructional groups.

Facilitator

Jay Willets, Julia Shatto, Twila Powers, Drew Chiodo and Wenona Arline

Participants

Instructional Staff

Schedule

Monthly, from 8/10/2017 to 6/15/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implement the Professional Learning Community (PLC) model throughout all grade levels and disciplines.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0481 - Pacetti Bay Middle School	Other		\$1,000.00
			<i>Notes: PLC Substitutes</i>			
	5100		0481 - Pacetti Bay Middle School	Other		\$1,000.00
			<i>Notes: PLC Substitutes</i>			
2	G2.B1.S1.A1	PLC implementation for grade level subject matter, interdisciplinary teaming to help students produce and defend claims by examining reasoning, logic, processes and procedures.				\$36,288.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	300-Purchased Services	0481 - Pacetti Bay Middle School	Other	0.0	\$36,288.00
			<i>Notes: 1. PLC Conference during summer and fall for PBMS instructional and administrative staff. \$31206.00 2. PLC Data Dig- \$5,082.00</i>			
3	G3.B3.S1.A1	Provide targeted professional development to instructional groups.				\$10,160.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	750-Other Personal Services	0481 - Pacetti Bay Middle School	Other		\$9,360.00
			<i>Notes: Mastery Connect</i>			
	5100	360-Rentals	0481 - Pacetti Bay Middle School	Other		\$800.00
			<i>Notes: Substitutes for WEB training</i>			
					Total:	\$48,448.00