

Pinellas County Schools

BAY POINT MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Every student...every day...being prepared for high school, college, career and life.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Cameshia Ware

Position Title

Principal

Job Duties and Responsibilities

The principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and

distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school

team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Nathan (Trevor) Forbes

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal for grade 7 that work specifically with Social Studies (Civics) teachers to inform and strengthen instructional practices that will yield higher student outcomes; lead and facilitate content-focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency. As well as oversee the schools' master schedule.

Leadership Team Member #3**Employee's Name**

Matthew Kane

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal for grade 8 that work specifically with ELA teachers to inform and strengthen instructional practices that will yield higher student outcomes; lead and facilitate content-focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency. As well as oversee Transportation and Assessments.

Leadership Team Member #4**Employee's Name**

Dr. Nicole Howard

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal for grade 6 that work specifically with science teachers to inform and strengthen instructional practices that will yield higher student outcomes; lead and facilitate content-focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency. As well as oversee Transportation and Assessments.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Everyone at the school level was involved with creating the SIP. School leadership, teachers and students was used to develop the SIP. Students were asked prior to school releasing the previous year, what they thought worked well and did not work well. They were asked if they would like to add or see anything new for the following school year. Staff and teacher participated in rotations during preschool providing their input into the SIP on how they feel we can best support and improve in each content area.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Our SIP will be monitored on a quarterly basis, reviewing the action steps and end of year goals to see if we are making the progress, we want to obtain our end of year goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	86.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: D 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							72	63	76	211
One or more suspensions							17	54	40	111
Course failure in English Language Arts (ELA)							1	0	0	1
Course failure in Math							3	0	4	7
Level 1 on statewide ELA assessment							37	33	71	141
Level 1 on statewide Math assessment							47	50	69	166
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							45	62	61	168

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							8	4	13	25
Students retained two or more times							3	2	7	12

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							47	55	61	163
One or more suspensions							32	74	93	199
Course failure in ELA							4	3	21	28
Course failure in Math							12	7	7	26
Level 1 on statewide ELA assessment							71	79	92	242
Level 1 on statewide Math assessment							72	51	82	205
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							57	70	88	215

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							7	6	7	20
Students retained two or more times							3	5	5	13

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	42			34	49	49	32	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	58						36		
ELA Learning Gains Lowest 25%	58						32		
Math Achievement *	49			44	58	56	33	30	36
Math Learning Gains	57						39		
Math Learning Gains Lowest 25%	63						48		
Science Achievement *	37			33	48	49	30	52	53
Social Studies Achievement *	67			58	69	68	51	52	58
Graduation Rate								45	49
Middle School Acceleration	69			73	77	73	60	44	49
College and Career Readiness								66	70
ELP Progress	61			42	38	40		72	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	500
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	48%	40%	41%		50%	49%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	5	
English Language Learners	61%	No		
Black/African American Students	50%	No		
Hispanic Students	72%	No		
Multiracial Students	60%	No		
White Students	68%	No		
Economically Disadvantaged Students	51%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	14%	Yes	4	4
English Language Learners	42%	No		
Asian Students	79%	No		
Black/African American Students	35%	Yes	4	
Hispanic Students	68%	No		
Multiracial Students	45%	No		
White Students	72%	No		
Economically Disadvantaged Students	42%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	3	3
English Language Learners	27%	Yes	1	1
Native American Students				
Asian Students	54%	No		
Black/African American Students	30%	Yes	3	1
Hispanic Students	58%	No		
Multiracial Students	52%	No		
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	32%	Yes	1	

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	42%		58%	58%	49%	57%	63%	37%	67%	69%			61%
Students With Disabilities	13%		47%	53%	18%	50%	59%	13%	35%				
English Language Learners	47%		67%		79%	50%							
Black/African American Students	32%		54%	60%	41%	54%	61%	26%	59%	60%			
Hispanic Students	63%		75%		77%	68%		60%	92%	71%			
Multiracial Students	58%		63%		58%	61%							
White Students	69%		67%		60%	56%	70%	66%	75%	78%			
Economically Disadvantaged Students	36%		55%	56%	45%	54%	58%	30%	64%	63%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	34%				44%			33%	58%	73%			42%
Students With Disabilities	10%				14%			9%	24%				
English Language Learners	33%				50%								
Asian Students	69%				88%								
Black/African American Students	20%				31%			14%	51%	59%			
Hispanic Students	59%				73%			60%	71%	79%			
Multiracial Students	40%				50%			46%					
White Students	63%				70%			63%	82%	84%			
Economically Disadvantaged Students	27%				38%			22%	51%	73%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	32%		36%	32%	33%	39%	48%	30%	51%	60%			
Students With Disabilities	8%		24%	22%	7%	37%	43%	3%	26%				
English Language Learners	25%		25%		33%	25%							
Native American Students													
Asian Students	57%		43%		71%	43%							
Black/African American Students	16%		29%	33%	18%	35%	45%	14%	33%	49%			
Hispanic Students	51%		35%		61%	46%		64%	85%	63%			
Multiracial Students	40%		48%		40%	47%			87%				
Pacific Islander Students													
White Students	67%		53%	36%	60%	46%	71%	65%	76%	69%			
Economically Disadvantaged Students	21%		32%	33%	22%	37%	48%	14%	34%	49%			

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E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

No Answer Entered

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

No Answer Entered

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

No Answer Entered

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

No Answer Entered

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

No Answer Entered

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

No Answer Entered

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 23-24 SY, our current level of ELA proficiency was 42% Math proficiency was 49%, Science proficiency was 38, and Civics proficiency was 70% on the most recent state assessment. Our Algebra students obtained 69% proficiency. Ensuring that teachers are teaching standards driven instruction along with benchmark aligned tasks will help students to engage the content at the level of rigor necessary.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA proficiency will increase from 42%-48%

MATH proficiency will increase from 49%-52%

Science proficiency will increase from 38%-42%

Civics proficiency will increase to 70%- 75%

65% Learning gains and L25 in ELA and MATH

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Classroom walk-throughs specifically looking for the following:

1. Collaborative structures
2. Student discourse
3. Teacher questioning @ DOK level 2 or higher
4. Student engagement
5. Target/task alignment
6. Checks for understanding (monitoring)

Person responsible for monitoring outcome

Dr. Cameshia Ware, Matthew Kane, Nathan (Trever) Forbes, Nicole Howard

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Explicit Instructional Strategies to support students mastering complex tasks and student engagement in mathematical discussions and discourse. 2. Implementation of district provided curriculum in Math, Science, Social Studies, ELA, and STEM with supplemental materials as needed as well as differentiated instruction and remediation plans. 3. Collaboration in weekly PLC's. 4. Use data "data Chats" to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. 5. Instructional coaches and teacher leaders will provide and participate in professional development for themselves and provide PD to teachers to increase academic performance and provide strategies and professional development on classroom rotations and small groups. 6. Provide hands on experiences and academic field trips to increase student engagement and performance.

Rationale:

Effective collaboration allows teaching and learning practices to improve, strengthened relationships within school-based team. Additionally, with the use of district provided resources to teach BEST standards, will meet the needs of each student so they can grow in their area of deficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Classroom Walk-throughs

Person Monitoring:

Administration

By When/Frequency:

Daily/ Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. The instructional leadership team (ILT) will plan actionable walkthroughs to monitor student learning and provide meaningful feedback to support teacher growth.

Action Step #2

Data Informed Instruction

Person Monitoring:

Administration

By When/Frequency:

Weekly/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers to utilize data to organize students to interact with content in manners which differentiate/

scaffold instruction to meet the needs of each student.

Action Step #3

Student Engagement

Person Monitoring:

Administration

By When/Frequency:

Weekly/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Academic field trips, to support PBIS structures, build student background knowledge and connect classroom learning to real world experiences

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase teacher's use of instructional practices, strategies, professional development, and student engagement by providing hands-on relatable experience to improve upon the performance of students identified by the ESSA Federal Index.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Black student subgroup will increase from 35% to 41%

SWD subgroup will increase from 15% to 41%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- 1) Provide engagement strategies training to improve academic achievement and lower behavioral incidents. 100% staff to be trained.
- 2.) Monitor data from assessments to measure achievement levels of students in subgroups.
3. Student data chats

Person responsible for monitoring outcome

Dr. Ware, Mr. Kane, Mr. Forbes, Dr. Howard, Ms. Clark, & Mr. Shanahan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Small group instruction, rotations in all classrooms to increase academics 2. Hands on instruction and content-based field trips to supplement their learning

Rationale:

1. Strengthen the ability of all staff with the use of engagement strategies practices and communicating high expectations, develop positive and compassionate relationships, and offer differentiated and culturally diversified curriculum. 2) Create a school-wide culture where all students feel they belong and focus on the academic, social-emotional, and behavioral needs of each student 3) Ongoing Professional development on closing the achievement gap between SWD, black and non-black students. 4) Ongoing professional development on recognizing, supporting and training students and teachers with strategies of dealing with students with trauma and how it affects one's ability to learn

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Coaching with feedback

Person Monitoring:

Mr. Kane, Mr. Forbes, Dr. Ware, Dr. Howard, Ms. Clark, Mr. Shanahan

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The MTSS coach will work closely with our ESSA Sub-groups scholars. He will collaborate with the literacy and math coaches about Tier II and III students' progress. The MTSS coach will have a laser-like focus on Tier II and III students. Tier II and Tier III students will be closely monitored and provided small group instruction (progress monitoring bi-weekly) The MTSS coach will collaborate with the content area coaches on how to differentiate instruction during core. They will provide adequate professional development as needed on implementing RTI with fidelity. Additionally, they will work with small groups.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our attendance averaged 90%. We hope to continue to decrease the number of referrals written by implementing PBIS at a higher level and increase attendance to 95%. We will provide strategies for students to be fully engaged in the classroom by setting behavior expectations, positive rewards and articulating clear consequences. These expectations are supported by the physical school environment being improved, flexible seating, effective classroom routines and explicit behavior expectations.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By August 10, 2024, , 100% of our teachers will have evidence that their Tier I expectations defined and displayed clearly in their classrooms. These rules and routines will be referenced regularly. By May 30, 2025, we will have reduced our number of referrals by 20% compared to this past year and increased out attendance by 5%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor our school behavior and attendance data through our weekly School Based Leadership Team/Admin Team meetings as well as MTSS & CST meeting.

Person responsible for monitoring outcome

Mr. Kyle Shanahan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1 - Positive Behavior Incentives - PBIS rewards 2 - Restorative/ re-integration Practices 3 - The use of flexible seating 4 - Use of school-wide discipline progression plan (RTL)

Rationale:

Positive Conditions for learning - Staff behaviors that that foster a sense of classroom community by acknowledgement and respect for the diversity of each student yields the desired effect of students feeling valued and part of the classroom community, which increases positive student behaviors.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Our will be provided to all stakeholders as follows:

1. Back to School Title one night
2. School Website (<https://www.pcsb.org/baypoint-ms>)
3. School Messenger for all stakeholders

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Building a positive relationship with parents and community by:

1. School-wide quarterly parent nights
2. Fall/Spring Festival
3. Family engagement opportunities throughout the school year.
4. Welcoming parent and community volunteers
5. School Website (<https://www.pcsb.org/baypoint-ms>)

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Bay Point has implemented a modified schedule which allows for more time for teacher to teach; hence, allowing more time for quality learning time in each classroom. BPMS has incorporated a mindset of acceleration and enrichment through the use of our blocked scheduling.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00