

Pinellas County Schools

BAY POINT MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

warecam@pcsb.org

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

Dr. Nicole Howard

howardni@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal for grade 6 that work specifically with all content 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 Master Schedule, State Assessments, and School Safety.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The School Improvement Plan (SIP) was developed through a collaborative process that included input from school leadership, teachers, staff, and students. Prior to the end of the previous school year, students were asked to reflect on what they believed worked well, what areas needed improvement, and what new initiatives or opportunities they would like to see implemented in the upcoming school year. Their feedback provided valuable insight into the student experience and helped inform school priorities.

At the conclusion of the school year, teachers and staff also participated in the SIP development process by providing feedback on instructional practices, schoolwide systems, and strategies to improve student achievement across all content areas. School leadership used this collective input to identify areas of strength, prioritize opportunities for growth, and develop a comprehensive plan focused on continuous improvement and student success.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) will be monitored on a quarterly basis by reviewing the implementation of action steps and progress toward the end-of-year goals. This ongoing monitoring process will allow us to assess our effectiveness, make data-informed adjustments as needed, and ensure we remain on track to achieve our desired outcomes.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: B 2023-24: C 2022-23: C 2021-22: D

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment							208	157	131	496
Absent 10% or more school days							59	61	65	185
One or more suspensions							33	60	43	136
Course failure in English Language Arts (ELA)							9	8	7	24
Course failure in Math							21	38	9	68
Level 1 on statewide ELA assessment							31	38	23	92
Level 1 on statewide Math assessment							34	22	16	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 2026-27

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							40	43	32	115

Current Year 2026-27

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							16	5	8	29
Students retained two or more times						1	14	10	3	28

Prior Year (2025-26) 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	
School Enrollment							193	139	177	509
Absent 10% or more school days							57	66	76	199
One or more suspensions							24	55	45	124
Course failure in English Language Arts (ELA)							11	10	5	26
Course failure in Math							9	18	4	31
Level 1 on statewide ELA assessment							33	39	1	73
Level 1 on statewide Math assessment							54	20	36	110
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

Prior Year (2025-26) 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							37	52	57	146

Prior Year (2025-26) 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							4	7		11
Students retained two or more times							10	9	1	20

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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	48	63	62	45	60	58	42	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	60	60	61	53	59	59	58	58	56
ELA Lowest 25th Percentile	63	51	53	56	52	52	58	53	50
Math Achievement*	59	65	65	55	65	63	49	61	60
Math Learning Gains	65	57	62	56	60	62	57	61	62
Math Lowest 25th Percentile	70	52	57	67	59	57	63	59	60
Science Achievement	49	60	57	44	59	54	37	52	51
Social Studies Achievement*	81	81	77	75	79	73	67	75	70
Graduation Rate									
Middle School Acceleration	81	84	82	65	84	77	69	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	53		44	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						64%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						576
Total Components for the FPPI						9
Percent Tested						95%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
64%	57%	56%	48%	40%	41%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	49%	No		
English Language Learners	54%	No		
Black/African American Students	61%	No		
Hispanic Students	81%	No		
Multiracial Students	64%	No		
White Students	75%	No		
Economically Disadvantaged Students	61%	No		

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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	48%		60%	63%	59%	65%	70%	49%	81%	81%			
Students With Disabilities	25%		50%	50%	41%	53%	58%		65%				
English Language Learners	39%		57%		56%	62%							
Black/African American Students	42%		58%	63%	53%	63%	70%	41%	80%	76%			
Hispanic Students	79%		78%		79%	81%		67%	92%	93%			
Multiracial Students	67%		61%		75%	61%		42%		75%			
White Students	65%		56%		76%	71%		88%		93%			
Economically Disadvantaged Students	43%		55%	61%	55%	63%	68%	42%	78%	80%			

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	45%		53%	56%	55%	56%	67%	44%	75%	65%			
Students With Disabilities	14%		43%	53%	40%	60%	65%	12%	32%				
English Language Learners	45%		50%		82%	86%							
Black/African American Students	39%		49%	49%	50%	56%	66%	34%	71%	52%			
Hispanic Students	68%		63%		68%	55%		86%	90%	79%			
Multiracial Students	38%		52%		68%	48%		36%	85%				
White Students	65%		65%		74%	57%		65%	83%	86%			
Economically Disadvantaged Students	42%		51%	52%	53%	56%	66%	40%	72%	61%			

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%			
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%			

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	42%	64%	-22%	62%	-20%
ELA	7	45%	63%	-18%	62%	-17%
ELA	8	55%	62%	-7%	60%	-5%
Math	6	54%	63%	-9%	60%	-6%
Math	7	0%	24%	-24%	53%	-53%
Math	8	55%	62%	-7%	61%	-6%
Science	8	49%	59%	-10%	52%	-3%
Civics	7	86%	89%	-3%	77%	9%
Civics	8	76%	59%	17%	75%	1%
Algebra	7	95%	97%	-2%	96%	-1%
Algebra	8	75%	81%	-6%	84%	-9%
Geometry	8	100%	97%	3%	95%	5%
Civics	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Overall, all school-wide data improved significantly. Actions implemented were as following: intensive interventions, identifying students who needed the most assistance and provided them with the appropriate resources to be successful.

Lowest Performance

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

The area of science was the lowest performing area. Contributing factors: students lack knowledge in the area of Nature of Science, vocabulary rich material. Enhancing the science content across grade levels assisted with the improvement of our science scores.

Greatest Decline

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

We did not have a decline. Our data improved in all content areas.

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 ELA

Area of Focus Description and Rationale

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.

In 25-26 SY, our current level of ELA proficiency was 48%. Our goal is to increase proficiency in ELA to 50% by the end of the 26-27 SY. Ensuring that teachers deliver standards-driven instruction aligned with benchmark-based tasks will help students engage with content at the appropriate level of rigor. Additionally, implementing targeted strategies to improve ELA proficiency among students; such as focused small-group instruction, consistent use of data-driven interventions, and explicit literacy support across all content areas—will strengthen overall academic outcomes.

Measurable Outcome

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 48%-50%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Classroom walk-throughs will specifically focus on the following indicators: (1) effective collaborative structures, (2) purposeful student discourse, (3) teacher questioning at Depth of Knowledge (DOK) Level 2 or higher, (4) active student engagement, (5) clear alignment between learning targets and assigned tasks, and (6) consistent checks for understanding to monitor student learning and continually analyzing student data.

Person responsible for monitoring outcome

Dr. Cameshia Ware & Dr. Nicole Howard

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit instructional strategies will be implemented to support students in mastering complex tasks and to enhance engagement in ELA discussions and academic discourse. Instruction will include the use of district-provided curricula in Math, Science, Social Studies, & ELA, supplemented as needed with additional resources, along with differentiated instruction and targeted remediation plans. Teachers will collaborate through weekly Professional Learning Communities (PLCs) to strengthen instructional practices. Data-driven “data chats” will be used to inform instruction and ensure appropriate differentiation, intervention, and enrichment while scaffolding learning to improve student performance. Instructional coaches and teacher leaders will actively participate in and facilitate professional development opportunities to build capacity among staff, with a focus on instructional strategies, classroom rotations, and small-group instruction. Additionally, hands-on learning experiences and academic field trips will be incorporated to increase student engagement and improve academic outcomes.

Rationale:

Effective collaboration strengthens teaching and learning practices while fostering positive relationships within the school-based team. In addition, the consistent use of district-provided resources aligned to the BEST standards supports instruction that is responsive to individual student needs and promotes growth in identified areas of deficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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:

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:

Teachers will use data to strategically group students and organize interactions with content in ways that differentiate and scaffold instruction, conduct teacher and student data chats ensuring the diverse needs of all learners are effectively met.

Action Step #3**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Area of Focus #2**

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

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

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.

In 25-26 SY, our current level of Math proficiency was 59%. Our goal is to increase proficiency in Math to 61% by the end of the 26-27 SY. Ensuring that teachers deliver standards-driven instruction aligned with benchmark-based tasks will help students engage with content at the appropriate level of rigor. Additionally, implementing targeted strategies to improve Math proficiency among students; such as focused small-group instruction, consistent use of data-driven interventions, and explicit literacy support across all content areas—will strengthen overall academic outcomes.

Measurable Outcome

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.

MATH proficiency will increase from 59%-61%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Classroom walk-throughs will specifically focus on the following indicators: (1) effective collaborative structures, (2) purposeful student discourse, (3) teacher questioning at Depth of Knowledge (DOK) Level 2 or higher, (4) active student engagement, (5) clear alignment between learning targets and

assigned tasks, and (6) consistent checks for understanding to monitor student learning and continually analyzing student data.

Person responsible for monitoring outcome

Dr. Cameshia Ware & Dr. Nicole Howard

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit instructional strategies will be implemented to support students in mastering complex tasks and to enhance engagement in mathematical discussions and academic discourse. Instruction will include the use of district-provided curricula in Math, Science, Social Studies, & ELA supplemented as needed with additional resources, along with differentiated instruction and targeted remediation plans. Teachers will collaborate through weekly Professional Learning Communities (PLCs) to strengthen instructional practices. Data-driven “data chats” will be used to inform instruction and ensure appropriate differentiation, intervention, and enrichment while scaffolding learning to improve student performance. Instructional coaches and teacher leaders will actively participate in and facilitate professional development opportunities to build capacity among staff, with a focus on instructional strategies, classroom rotations, and small-group instruction. Additionally, hands-on learning experiences and academic field trips will be incorporated to increase student engagement and improve academic outcomes.

Rationale:

Effective collaboration strengthens teaching and learning practices while fostering positive relationships within the school-based team. In addition, the consistent use of district-provided resources aligned to the BEST standards supports instruction that is responsive to individual student needs and promotes growth in identified areas 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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:

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:

Teachers will use data to strategically group students and organize interactions with content in ways that differentiate and scaffold instruction, conduct teacher and student data chats ensuring the diverse needs of all learners are effectively met.

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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.

In 25-26 SY, our current level of science proficiency was 49%. Our goal is to increase proficiency in science to 51% by the end of the 26-27 SY. Ensuring that teachers deliver standards-driven instruction aligned with benchmark-based tasks will help students engage with content at the appropriate level of rigor. Additionally, implementing targeted strategies to improve science proficiency among students; such as focused small-group instruction, science vocabulary across content, consistent use of data-driven interventions, and explicit literacy support across all content areas, will strengthen overall academic outcomes.

Measurable Outcome

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.

Science proficiency will increase from 49% to 51%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Classroom walk-throughs will specifically focus on the following indicators: (1) effective collaborative structures, (2) purposeful student discourse, (3) teacher questioning at Depth of Knowledge (DOK) Level 2 or higher, (4) active student engagement, (5) clear alignment between learning targets and assigned tasks, and (6) consistent checks for understanding to monitor student learning and continually analyzing student data.

Person responsible for monitoring outcome

Dr. Cameshia Ware & Dr. Nicole Howard

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit instructional strategies will be implemented to support students in mastering complex tasks and to enhance engagement in Science discussions and academic discourse. Instruction will include the use of district-provided curricula in Math, Science, Social Studies, & ELA supplemented as needed with additional resources, along with differentiated instruction and targeted remediation plans. Teachers will collaborate through weekly Professional Learning Communities (PLCs) to strengthen instructional practices. Data-driven “data chats” will be used to inform instruction and ensure appropriate differentiation, intervention, and enrichment while scaffolding learning to improve student performance. Instructional coaches and teacher leaders will actively participate in and facilitate professional development opportunities to build capacity among staff, with a focus on instructional strategies, classroom rotations, and small-group instruction. Additionally, hands-on learning experiences and academic field trips will be incorporated to increase student engagement and improve academic outcomes.

Rationale:

Effective collaboration strengthens teaching and learning practices while fostering positive relationships within the school-based team. In addition, the consistent use of district-provided resources aligned to the BEST standards supports instruction that is responsive to individual student needs and promotes growth in identified areas 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom Walk-thoughts

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:

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:

Teachers will use data to strategically group students and organize interactions with content in ways that differentiate and scaffold instruction, conduct teacher and student data chats ensuring the diverse needs of all learners are effectively met.

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale**

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.

In 25-26 SY, our current level of Social Studies proficiency was 81%. Our goal is to increase proficiency in Social Studies to 83% by the end of the 26-27 SY. Ensuring that teachers deliver standards-driven instruction aligned with benchmark-based tasks will help students engage with content at the appropriate level of rigor. Additionally, implementing targeted strategies to improve Social Studies proficiency among students; such as focused small-group instruction, consistent use of data-driven interventions, and explicit literacy support across all content areas, will strengthen overall academic outcomes.

Measurable Outcome

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.

Social Studies (Civics) will increase from 81% proficiency to 83%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Classroom walk-throughs will specifically focus on the following indicators: (1) effective collaborative structures, (2) purposeful student discourse, (3) teacher questioning at Depth of Knowledge (DOK) Level 2 or higher, (4) active student engagement, (5) clear alignment between learning targets and assigned tasks, and (6) consistent checks for understanding to monitor student learning and continually analyzing student data.

Person responsible for monitoring outcome

Dr. Cameshia Ware & Dr. Nicole Howard

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit instructional strategies will be implemented to support students in mastering complex tasks and to enhance engagement in Social Studies discussions and academic discourse. Instruction will include the use of district-provided curricula in Math, Science, Social Studies, & ELA supplemented as needed with additional resources, along with differentiated instruction and targeted remediation plans. Teachers will collaborate through weekly Professional Learning Communities (PLCs) to strengthen instructional practices. Data-driven “data chats” will be used to inform instruction and ensure appropriate differentiation, intervention, and enrichment while scaffolding learning to improve student performance. Instructional coaches and teacher leaders will actively participate in and facilitate professional development opportunities to build capacity among staff, with a focus on instructional strategies, classroom rotations, and small-group instruction. Additionally, hands-on learning experiences and academic field trips will be incorporated to increase student engagement and improve academic outcomes.

Rationale:

Effective collaboration strengthens teaching and learning practices while fostering positive relationships within the school-based team. In addition, the consistent use of district-provided resources aligned to the BEST standards supports instruction that is responsive to individual student needs and promotes growth in identified areas 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom Walk-through

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:

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 Driven Instruction

Person Monitoring:

By When/Frequency:

Administration

Weekly/Monthly

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

Teachers will use data to strategically group students and organize interactions with content in ways that differentiate and scaffold instruction, conduct teacher and student data chats ensuring the diverse needs of all learners are effectively met.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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.

During the 25-26 SY, our Black student subgroup increased from 35% to 60%. Our goal for the 26-27 SY is 65%. Our plan is to Increase teachers' use of effective instructional practices, strategies, and professional development, while enhancing student engagement through hands-on, relevant learning experiences. These efforts will be targeted to improve the academic performance of students identified within the ESSA Federal Index.

Measurable Outcome

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.

Increase Black Sub-group from 60% to 65%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

will be monitored through quarterly reviews of student achievement data, classroom walkthroughs, Professional Learning Community (PLC) meetings, and progress monitoring assessments. Teachers will analyze assessment data to identify trends, monitor the academic progress of Black students, and adjust instruction through targeted interventions, differentiated learning opportunities, and enrichment as needed.

School leaders and instructional coaches will monitor the fidelity of standards-based instruction, student engagement, and the implementation of evidence-based instructional strategies through regular classroom observations and feedback cycles. Student data chats, common formative assessments, benchmark assessments, attendance, and behavior data will also be reviewed to ensure barriers to achievement are addressed promptly.

The leadership team will evaluate the effectiveness of intervention programs, professional development, and instructional practices by measuring growth toward quarterly benchmarks and the annual proficiency goal. Adjustments to the School Improvement Plan (SIP) action steps will be made as needed to ensure continuous improvement and increased academic achievement for the Black student subgroup.

Person responsible for monitoring outcome

Dr. Cameshia Ware & Dr. Nicole Howard

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Target instruction using benchmark and formative assessment data. Focus on prerequisite skills and grade-level standards. Use FAST, benchmark, and common assessment data to identify specific skill deficits. Group students based on instructional need and monitor progress every 2–3 weeks.

Rationale:

The rationale for this Area of Focus is to eliminate achievement gaps and improve academic outcomes for the Black student subgroup through equitable access to high-quality, standards-based instruction and targeted interventions. School and state assessment data indicate that this subgroup continues to perform below the school average in proficiency and learning gains, demonstrating the need for intentional, data-driven instructional practices.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement data-driven instruction

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

Analyze FAST, benchmark, and formative assessment data during weekly PLCs to identify student needs, adjust instructional strategies, and provide differentiated learning opportunities.

Action Step #2

Provide targeted interventions

Person Monitoring:

By When/Frequency:

Administration

Monthly

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

Small-group instruction, progress monitoring, and evidence-based remediation aligned to identified skill deficits, while regularly reviewing student growth to refine intervention plans.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Implement a comprehensive, schoolwide Positive Behavioral Interventions and Supports (PBIS) framework that establishes clear behavioral expectations, explicitly teaches appropriate behaviors, recognizes and reinforces positive student actions, and provides tiered behavioral interventions for students requiring additional support. The PBIS system will include consistent behavior expectations across all settings, restorative practices, data-driven decision-making, student mentoring, attendance monitoring, family engagement, and regular review of discipline and behavior data to ensure equitable implementation.

A meaningful PBIS system creates a safe, positive, and predictable learning environment where students understand behavioral expectations and are consistently recognized for meeting them. Research demonstrates that schools implementing PBIS with fidelity experience reductions in office discipline referrals, suspensions, chronic absenteeism, and classroom disruptions while increasing student engagement, attendance, and instructional time. As behavioral disruptions decrease, teachers are able to maximize instructional time and focus on high-quality teaching, resulting in improved academic achievement and stronger school climate. By proactively addressing behavioral and social-emotional needs, PBIS removes barriers to learning, promotes positive relationships, and supports equitable outcomes for all students.

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.

Goal: Decrease office discipline referrals (ODRs) by 10% by the end of the school year.

Measurement: Compare total number of referrals each quarter to baseline data from the previous year.

Goal: Increase positive behavior referrals by 15–20% within one school year.

Measurement: Track number of positive referrals submitted monthly by staff.

Goal: Increase distribution of PBIS rewards (tickets, points, incentives) by 20% over baseline.

Measurement: Monitor total rewards distributed weekly or monthly and compare trends over time.

Goal: At least 90% of staff regularly issue PBIS rewards or positive referrals each month.

Measurement: Track staff participation logs or reward distribution by staff member.

Goal: At least 85% of students receive one or more positive referrals per quarter.

Measurement: Review student-level PBIS data to ensure broad participation.

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.

This will be monitored through various platforms such as Focus, PBIS rewards dashboard, and Admin monthly data reviews to ensure goal attainment. Feedback will be provided to teachers/staff that is not reaching their goals.

Person responsible for monitoring outcome

Dr. Cameshia Ware and & Dr. Nicole Howard

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teach expected behaviors directly through lessons, modeling, and practice in all settings. Staff intentionally acknowledge positive behavior at a ratio of at least 4 positives for every 1 correction using praise, PBIS tickets, or rewards. Students earn tickets/points for meeting expectations, which can be exchanged for incentives. Before transitions or high-risk times, staff remind students of expectations

Rationale:

Students are more likely to exhibit appropriate behavior when expectations are explicitly taught not assumed. This reduces confusion and problem behaviors, leading to fewer referrals. Frequent positive reinforcement increases desired behaviors and motivation. Schools implementing high acknowledgment rates consistently see increased positive referrals and reduced discipline incidents. This structured reward system will reinforce behavior consistently across staff and settings, increase engagement and encourage repetition of positive actions.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teacher training

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

Training will be delivered through: Beginning-of-year PBIS training sessions & Monthly staff refreshers or PLC (Professional Learning Community) meetings, explicitly teaching behavior expectations.

Action Step #2

Monitoring the usage of the PBIS system and positive referrals

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

Staff will consistently recognize and reinforce positive student behavior by issuing PBIS rewards (tickets/points) and submitting positive behavior referrals.

Admin team will review findings during monthly PBIS team meetings and adjust strategies as needed

Monitor staff participation rates (percentage of staff giving rewards)

Break down data by location, time, and student groups to identify patterns

Use CST data reports to track Office Discipline Referrals (ODRs)

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Information regarding the School Improvement Plan (SIP), Title I Schoolwide Plan (SWP), and Parent and Family Engagement Plan (PFEP) will be shared with all stakeholders through multiple communication platforms, including:

1. A Back-to-School Title I Parent Night to provide families with an overview of school initiatives, Title I services, and opportunities for involvement.
2. The school website: <https://www.pcsb.org/baypoint-ms>
3. School Messenger communications to ensure timely updates and information are provided to families, staff, and community stakeholders.

Additionally, during School Advisory Council (SAC) meetings, stakeholders will receive updates on the SIP, Title I Schoolwide Plan (SWP), and Parent and Family Engagement Plan (PFEP), including progress monitoring and implementation updates throughout the school year. Copies of these plans, along with SAC agendas and meeting minutes, will be made available on the school website and in the front office Parent Station.

Families will also have opportunities to provide feedback and input through PFEP surveys distributed via School Messenger. Translation and interpretation services, including American Sign Language (ASL), will be provided upon request to ensure all families have equitable access to meetings, resources, and school communications.

Additionally, the Title I School and Family Overview will be distributed to families during the first

weeks of school as part of the student take-home communication materials. This document will provide information regarding Title I services and directions for accessing the SIP and PFEP.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Bay Point Middle School is committed to fostering meaningful partnerships with families and community stakeholders through ongoing engagement opportunities, open communication, and collaborative decision-making. To strengthen these relationships, the school will implement the following initiatives:

1. Host quarterly school-wide parent engagement events to provide families with opportunities to connect with staff, receive important information, and support student success.
2. Organize Fall and Spring Festivals to promote school spirit, strengthen family connections, and encourage community involvement.
3. Provide ongoing family engagement opportunities throughout the school year that support academic achievement, student growth, and a positive school culture.
4. Encourage and welcome parent and community volunteers to actively participate in school activities and support student learning.
5. Maintain an updated school website to provide families with timely information, resources, and updates: <https://www.pcsb.org/baypoint-ms>

Additionally, through School Advisory Council (SAC) and Parent-Teacher Association (PTA) meetings, Bay Point Middle School will continue to develop strong partnerships with families and the community. Families will have meaningful opportunities to provide input and participate in the planning, implementation, and evaluation of Title I activities and school improvement initiatives.

Parents will receive individualized student performance reports regarding their child's progress on state assessments, timely notifications when their child has been assigned to or instructed by a teacher who has not yet met state certification requirements for four or more consecutive weeks, and information regarding their right to request the professional qualifications of their child's classroom teachers and paraprofessionals.

An annual evaluation of the school's parent and family engagement program will be conducted

through stakeholder surveys. Feedback from families, staff, and community members will be analyzed to determine the effectiveness of engagement efforts and identify areas for continued improvement.

Families may request additional support through their child's teacher, grade-level administrator, SAC meetings, or PTA meetings to ensure they have access to resources and assistance needed to support student success.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Bay Point Middle School has implemented a modified block schedule designed to maximize instructional time and provide teachers with additional opportunities to deliver rigorous, targeted instruction. This structure allows for increased opportunities for acceleration, enrichment, remediation, and deeper student engagement, ensuring that every classroom provides meaningful, high-quality learning experiences aligned to student needs.

1. Implement ongoing, on-site professional development opportunities embedded throughout the school day to support continuous teacher growth and improve instructional practices.
2. Continue to strengthen the PBIS framework by implementing consistent recognition and reward systems that promote positive student behavior and a positive school culture.
3. Develop and schedule PBIS events and activities in advance throughout the school year to increase student engagement and reinforce positive behaviors.
4. Provide relationship-building and cultural awareness training to support an inclusive, respectful, and student-centered learning environment.
5. Implement structured classroom rotations that support small-group instruction, targeted interventions, enrichment, and differentiated learning opportunities.
6. Continue the implementation of research-based interventions, instructional rotations, learning strategies, and assessment preparation practices. Facilitate weekly PLCs with instructional coaches and provide monthly content-specific professional learning sessions focused on effective strategies, standards alignment, and student achievement.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

N/A

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Bay Point Middle School utilizes a Multi-Tiered System of Supports (MTSS) framework to provide high-quality academic and behavioral support based on individual student needs. Through data-driven instruction, interventions, and progress monitoring, MTSS helps accelerate learning, close achievement gaps, and ensure students receive timely support.

The school-based MTSS coach supports implementation by facilitating problem-solving processes, modeling effective practices, providing staff feedback and collaboration, and using data to strengthen interventions and improve student outcomes.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

N/A

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

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 (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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