BAY POINT ELEMENTARY 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

TO PREPARE SCHOLARS FOR SUCCESS THROUGH HIGH EXPECTATIONS AND RICH, VARIED, AND RELEVANT EXPERIENCES. WE AIM TO DEVELOP CRITICAL THINKERS IN COLLABORATION WITH STAFF AND COMMUNITY.

Provide the school's vision statement

100% SCHOLAR 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. LaShawn Proctor

Position Title
Principal

Job Duties and Responsibilities

Facilitates and monitors the execution and implementation process of School Improvement Plan. The principal is also responsible for the school's academic success which includes monitoring and tracking the academic and social-emotional performance of students and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed. The principal establishes an orderly, safe, and secure school environment.

Leadership Team Member #2

Employee's Name
Brooke Johannessen

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports execution, monitoring and implementation process of School Improvement Plan. The assistant principal supports the principal with monitoring the school's academic success which includes monitoring and tracking the academic performance and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional practices taking place within classrooms, developing follow-up actions as needed. The assistant principal monitors the positive culture and environment of the school and develops a plan to maintain a positive, safe, and secure school environment.

Leadership Team Member #3

Employee's Name
Ciera Stetz

Position Title
Magnet Coordinator

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of interventions needed for scholar achievement.

Leadership Team Member #4

Employee's Name
Dr. Anne-Marie Nemeth

Position Title
Math Coach

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted math program in response to intervention needed for scholar achievement.

Leadership Team Member #5

Employee's Name
Kelly Stroemich

Position Title
Science Coach

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted science program in response to intervention needed for scholar achievement.

Leadership Team Member #6

Employee's Name
Ashley De la Cruz

Position Title
Reading Coach

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted ELA program in response to intervention needed for scholar achievement.

Leadership Team Member #7

Employee's Name
Kyle Fischer

Position Title
School Counselor

Job Duties and Responsibilities

Promotes scholar success while providing preventive services, and responding to identified scholar needs through the implementation of a comprehensive school counseling program that addresses academic, personal and social development for all scholars.

Leadership Team Member #8

Employee's Name
Alexis Davis

Position Title
Psychologist

Job Duties and Responsibilities

Works to support the success of scholars academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all

students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of psychological services.

Leadership Team Member #9

Employee's Name
Ilona Sakovich

Position Title
Social Worker

Job Duties and Responsibilities

Works to support the success of scholars academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all scholars. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to scholars to support the teaching process and to maximize learning and adjustments. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of psychological services.

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.

The school's Instructional Leadership Team (ILT) met preschool to review data and establish goals. We began drafting action steps. During preschool, the SIP goals and drafted action steps are being presented to staff to review and revise as needed. The drafted SIP will be presented to SAC for feedback and suggestions. A data presentation night will be held with parents where the SIP will be presented. Families will be divided into groups based on goals to provide feedback.

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))*

The SIP will be monitored during SBLT and team leader meetings. The goals and action steps will also be reviewed and revised during administrative PLCs, data chats and SAC meetings. This will take place after assessment periods.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**92.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**TSI**
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)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: B**

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		9	18	24	7	11				69
One or more suspensions						0				0
Course failure in English Language Arts (ELA)				3	17	2				22
Course failure in Math				2	10					12
Level 1 on statewide ELA assessment				16	3	22				41
Level 1 on statewide Math assessment				11	3	20				34
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				7	2	21				30

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	2	1		8						11
Students retained two or more times				3	1					4

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		17	22	10	10	14				73
One or more suspensions						1				1
Course failure in ELA				6	5	2				13
Course failure in Math					9	4	9			22
Level 1 on statewide ELA assessment				6	16	16				38
Level 1 on statewide Math assessment				6	14	12				32
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			1	5	8	10				24

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				6						6
Students retained two or more times				1						1

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	47			40	54	53	47	55	56
ELA Grade 3 Achievement **	37			39					
ELA Learning Gains	64			64					
ELA Learning Gains Lowest 25%	68			54					
Math Achievement *	55			50	61	59	51	51	50
Math Learning Gains	61			47					
Math Learning Gains Lowest 25%	64			30					
Science Achievement *	70			50	62	54	47	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress					64	59			

*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)	TSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	466
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	45%	49%	44%		57%	35%

* 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	22%	Yes	3	3
Black/African American Students	55%	No		
Hispanic Students	79%	No		
Multiracial Students	63%	No		
White Students	60%	No		
Economically Disadvantaged Students	59%	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	17%	Yes	2	2
Black/African	41%	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%**
American Students				
Hispanic Students	60%	No		
Multiracial Students	50%	No		
White Students	55%	No		
Economically Disadvantaged Students	40%	Yes	1	

	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	1	1
English Language Learners				
Native American Students				

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%**
Asian Students				
Black/African American Students	43%	No		
Hispanic Students	70%	No		
Multiracial Students				
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	43%	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. (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	47%	37%	64%	68%	55%	61%	64%	70%					
Students With Disabilities	5%		46%		14%	23%							
Black/African American Students	44%	33%	60%	63%	49%	60%	63%	64%					
Hispanic Students	69%		70%		88%	90%							
Multiracial Students	67%				58%								
White Students	50%				70%								
Economically Disadvantaged Students	45%	37%	67%	74%	51%	60%	74%	66%					

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	40%	39%			50%			50%					
Students With Disabilities	13%	20%			17%								
Black/African American Students	37%	35%			46%			44%					
Hispanic Students	50%				69%								
Multiracial Students	42%				58%								
White Students	50%				55%			60%					
Economically Disadvantaged Students	34%	40%			45%			42%					

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	47%		64%	54%	51%	47%	30%	47%					
Students With Disabilities	14%		37%		22%	30%		0%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	42%		59%	53%	43%	41%	27%	36%					
Hispanic Students	52%		70%		67%	80%		80%					
Multiracial Students													
Pacific Islander Students													
White Students	57%		82%		73%	59%							
Economically Disadvantaged Students	40%		59%	50%	44%	40%	30%	35%					

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?

Our biggest area of improvement was in science proficiency. We were 50% proficient in 2022-2023 and last year we jumped to 70% proficient! This was due to a variety of factors including strong science core instruction, deep data analysis, consistent and fluid small groups based on data, strong science coaching, and intentional planning.

Lowest Performance

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

Our lowest cell is 3rd grade reading proficiency at 37%. This was due to a variety of factors including weak foundational skills, inconsistent reading instruction, and lack of teacher capacity around reading best practices.

Greatest Decline

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

NA

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.

The greatest gap between the state average and our school cell is in 3rd grade reading proficiency. We are at 37% and the state average is 55%. This is due to a variety of factors including weak foundational skills, inconsistent reading instruction, and lack of teacher capacity around reading best practices specifically in 3rd grade.

EWS Areas of Concern

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

1) Increase SWD proficiency rates
2) Decrease number of scholars with 10% or more absences
3) Decrease number of scholars earning Level 1 on FAST

4)Decrease number of scholars with a substantial reading deficiency

Highest Priorities

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

1) Strong core instruction resulting in improvement in proficiencies

2) Intentional, consistent, and data-driven small group instruction

3) Strong classroom management/school-wide PBIS

4) Increase family and community engagement

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 Student Engagement

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.

We need to grow in reading and math proficiencies. Right now, our scholars are compliant and passive learners. We need to improve in our teaching using best instructional practices to make tasks more scholar-centered and engaging. When scholars are cognitively engaged in the work, provided opportunities to productively struggle while coached and provided timely feedback, proficiency should improve.

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 by 3% from 47% to 50% as measured by the 2025 PM 3 FAST Assessment.
3rd grade ELA proficiency will increase by 8% from 37% to 45% as measured by the 2025 PM 3 FAST Assessment.
Math proficiency will increase by 5% from 55% to 60% as measured by the 2025 PM 3 FAST Assessment. Science proficiency will increase by 3% from 70% to 73% as measured by the 2025 SSA.

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.

Ongoing monitoring of EOY outcomes will occur during grade level data chats, PLCs, and productive collaborative planning sessions. Instructional rounds and weekly walkthroughs with timely and constructive feedback will also guide quality core instruction. Ongoing monitoring through intervention programs such as Lindamood Bell, iStation, and Dreambox will also take place.

Person responsible for monitoring outcome

Dr. LaShawn Proctor and Brooke Johannessen

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:
Support and strengthen staff ability to analyze and incorporate data into instruction. Support and coach teachers around best instructional practices and the ability to grow from feedback. Grade-level and VE teachers will engage in collaborative planning with content area coaches focused on rigorous, scholar-centered tasks.

Rationale:
Based on EOY data, it is evident that core instruction needs to improve.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Implementation of Lindamood Bell reading intervention in grades 3-5. This will support and strengthen staff capacity around strong reading intervention. This will also increase growth in our deficient and substantially deficient readers including SWDs.

Rationale:
Based on EOY data, we have a large number of substantially deficient readers.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Unpack Benchmarks

Person Monitoring:	**By When/Frequency:**
Phyllis Bentley and Dr. Annie Nemeth	By May 2025/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Ensure all staff have a deep understanding of grade level benchmarks by breaking each benchmark into digestible chunks/targets. 2)Ensure each target has aligned, rigorous, and scholar-centered tasks. 3)Ensure staff differentiates tasks based on need. 4) Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. During collaborative planning that occurs within school hours or after-school planning sessions, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand

the expected outcomes that carry the full weight of the standards. Teachers and administrators engage in Common Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #2
Lindamood Bell Intervention-3-5

Person Monitoring:	**By When/Frequency:**
Dr. LaShawn Proctor and Brooke Johannessen	May 2025/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Ensure all appropriate staff receives training and ongoing support. 2) Monitor the fidelity of the implementation of this intervention. 3) Ongoing data chats to monitor the effectiveness of this intervention.

Action Step #3
Science Support

Person Monitoring:	**By When/Frequency:**
Kelly Stroemich	May 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Support and strengthen staff (grades 1-5) on utilization of science labs in alignment to grades 1-5 standards and support staff in effectively planning for science units. During collaborative planning that occurs within school hours or after-school planning sessions, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards

Action Step #4
Instructional Supports

Person Monitoring:	**By When/Frequency:**
Dr. LaShawn Proctor and Brooke Johannessen	May 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark.

Area of Focus #2

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
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.

Based on student performance data, Black/African American students qualify as an ESSA subgroup.

According to 2023-2024 proficiency rates, improvements have been made in closing the achievement gap, with proficiency in ELA at 44% and proficiency in math at 48%. While growth has occurred, a gap still exists.

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.

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The percent of Black students achieving ELA proficiency will increase from 44% to 50% an
measured by our Spring 2025 FAST assessment data.
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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.

The leadership team will review all grade level ELA and Math assessments within a week of their completion to determine proficiency on each assessment and the gap between grade level proficiency and proficiency of African American students. Leadership team members will hold data chats with classroom teachers on the results of these assessments, including African American students' success. The leadership team will review FAST and Istation assessments after each completion to determine proficiency on each assessment and the gap between grade level proficiency and proficiency of African American students

Person responsible for monitoring outcome

Dr. Proctor and MTSS Team

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:

Cultivate a school-wide mindset that ensures teachers are engaging in equitable practices (equitable grading, culturally relevant teaching, restorative practices, etc.) through intentional planning and ensuring all students are engaged in rigorous grade level course work. Administration will create a plan to build relational capacity, empower student voice, and hold high expectations for all students. We will measure long-term student outcomes by examining the overall percentage of black students in grades 3-5 who are proficient according to the 2025 FAST (reducing the achievement gap).

Rationale:

As educators we are obligated to ensure that students are provided multiple opportunities to engage in rigorous, grade level standards-based teaching and learning. Our current data illustrates that black students are under performing in all content areas (ELA, math and science) in comparison to white students.

Tier of Evidence-based Intervention:
Tier 2 – Moderate 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
Equity Centered PD

Person Monitoring:	**By When/Frequency:**
Dr. LaShawn Proctor	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ILT will facilitate equity-centered PD aligned to some of the following: Equitable mindsets Equity-centered teaching Accelerating learning (scaffolding vs. reteaching) Planning for rigorous, standards-based instruction Best practices in equitable literacy instruction Best practices in equitable mathematics instruction

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

The problem/gap is occurring due to the lack of inclusion structures where the Gen-ed and VE Resource teachers collaboratively team teach to provide differentiation. If both, Gen-ed and VE Resource teachers consistently utilize data to plan for differentiation and scaffold instruction to increase the achievement of SWD, the problem/gap would be reduced by closing the achievement gap between our ESE and non-ESE 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.

The percent of ESE scholars achieving ELA proficiency will increase from 4% to 42%, and in math from 13% to 42% as measured by the 2025 FAST PM#3.

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.

Ongoing monitoring of desired EOY outcomes will occur during grade level data chats and monthly grade level presentations facilitated by the grade level team leader/ESE teacher. The Instructional Leadership Team will continue conduct weekly walkthroughs and track the progress of ESE students towards this goal.

Person responsible for monitoring outcome
Dr. LaShawn Proctor and Brooke Johannessen

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:
Ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners. Ensure that ESE teachers implement Lindamood Bell intervention with fidelity. This is an evidence based/research-based interventions to close academic and functional gaps. In support of the acquisition of core subject, ESE must support Gen-ed teachers by providing tools for modifications to instructional strategies, provide PD for staff on high impact ESE strategies, and co-plan with students in mind.

Rationale:
Based on the trend data of schools with a similar ESE population; school leaders shared that implementing an inclusion (push-in) model with a focus on differentiation, scaffolding instruction and PD on tools for modifications to instructional strategies with co-planning as the major contributing factors to increased ESE improvement in the areas of reading and math.

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
Scaffolding Instruction

Person Monitoring:	**By When/Frequency:**
Dr. LaShawn Proctor and Brooke Johannessen	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure instructional supports are in place for all students with special learning needs during core

instruction and interventions. Ensure Lindamood Bell is implemented with fidelity during reading intervention.

Area of Focus #4

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our current level of performance in grades K-2 is 54%, as evidenced in our 2024 PM3 F.A.S.T. data. Our PM3 F.A.S.T. data reflects the following performance by grade level.
 Grade K - 54%
 Grade 1 - 42%
 Grade 2 - 46%

While over 50% or more of scholars leaving Kindergarten are on or above grade level year after year, our teachers in first and second grade are not as consistent in maintaining or accelerating that level of scholar progress/growth in ELA. Addressing the reading gap from grade K to first will require an intentional focus from the Literacy Leadership Team that strategically focuses on science and art of teaching reading (what and how).

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.

Description

-Support and strengthen staff ability to prioritize engaging scholars in immense amounts of reading, discussion, and writing with feedback with grade-level text.
-Provides print rich, explicit, systematic, and scaffolded instruction
 -Teach scholars to decode words, analyze word parts, and recognize words
-Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary.
-Provide instruction in broad oral language skills -Teach scholars how to use reading comprehension strategies
-Ensure that each scholar reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale

To develop strong literacy skills, scholars need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action

steps will enable scholars to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our current level of performance in ELA is 47% (2% increase from the year prior), as evidenced in our 2024 PM3 F.A.S.T. data. We expect an ELA proficiency of 50% by end of the 2024-25 school year.

The percent of all 3rd grade students achieving proficiency in ELA will be 50%, as measured by the 2025 PM3 F.A.S.T. Assessment.

Our 2024 FSA data reflects the following performance by grade level.
 Grade 3 - 35%
 Grade 4 - 48%
 Grade 5 - 62%

The grade levels performing below 50% is occurring due to the increased gaps in the early literacy/ foundational skills, inconsistent use of instructional best practices to accelerate learning, inconsistent use of data (formative and summative) to plan for differentiation, intervention and scaffolded core instruction to increase student achievement. We are expecting an increase in literacy scores of our grades 3-5 scholars with the intentional implementation of the Lindamood Bell intervention program and the intentional planning to meet the literacy needs of every scholar.

Grades K-2: Measurable Outcome(s)

The percent of K-2 scholars achieving ELA proficiency will increase from 54% to 60%as measured by the 2025 PM3 F.A.S.T. Assessment.

Grades 3-5: Measurable Outcome(s)

The percent of all 3-5 scholars achieving ELA proficiency will increase from 47% to 50%, as measured by the 2025 PM3 F.A.S.T Assessment.

The percent of all 3rd grade scholars achieving proficiency in ELA will be 50%, as measured by the 2025 PM3 F.A.S.T. Assessment.

The percent of all 3-5 scholars making a yearly learning gain in ELA will be 70%, as measured by the 2025 PM3 F.A.S.T. Assessment.

The percent of all L25 scholars making a yearly learning gain in ELA will be 75%, as measured by the 2025 PM3 F.A.S.T. Assessment.

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.

Ongoing monitoring of desired EOY outcomes will occur during grade level and MTSS data chats. The Literacy Leadership Team will conduct weekly walkthroughs, as well as track grade level and independent teacher progress.

Person responsible for monitoring outcome
Dr. Proctor, Ms. Johannessen, and LLT

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:
Strategically focus on K-5 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Rationale:
To develop literacy, scholars need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Literacy Leadership

Person Monitoring: **By When/Frequency:**
Dr. Proctor and Ms. Johannessen   By May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards.

Action Step #2
Literacy Coaching

Person Monitoring: **By When/Frequency:**
Dr. Proctor and Ms. Johannessen   By May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on scholar achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.

Action Step #3
Professional learning

Person Monitoring: **By When/Frequency:**
Dr. Proctor and Ms. Johannessen   By May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction.

IV. Positive Culture and Environment

Area of Focus #1

Other

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.

This is a continued area of focus for BPE due to the number of years we had a negative culture and climate. This includes staff turnover and relationships with the community. Over the past two years, our culture and climate has improved greatly under new leadership, however, we want to keep the momentum moving forward.

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.

Teacher retention and results from climate surveys will continue to demonstrate improvement in climate and culture. Attendance at family events will continue to improve and we will increase the number of community partnerships.

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.

Climate surveys for both staff, scholars, and families will show positive trends. Monitoring attendance of ongoing campus events, growth of parent volunteer groups, and continue to grow our PTA.

Person responsible for monitoring outcome
Dr. LaShawn Proctor

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:
Clearly defined expectations for all stakeholders.

Rationale:
The key to BPE's success is alignment of all stakeholders. Having our stakeholders more involved will continue to push us in the right direction.

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
Increase positive interactions

Person Monitoring: **By When/Frequency:**
Dr. LaShawn Proctor   May 2025/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Provide monthly opportunities for staff to engage in positive interactions. 2) Provide training for all staff on building and maintaining positive relations with parents. 3) Provide increased opportunities for families and community members to have positive interactions with the school community.

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.

Bay Point holds monthly SAC meetings. During the first meeting, the Title I plan, budget, and activities are discussed and reviewed with parents. Parents on the SAC committee have input into the school wide plan implementation, review, and monitoring. Throughout the year, we encourage parents to join us and provide input into the Parent and Family Engagement Plan via SAC, at our PFEP nights, through event feedback surveys, and the Title I parent survey. The SIP is housed on the website, https://www.pcsb.org/baypoint-es and the SIP one pager will be housed in the front office for easy parent access. The SIP one pager will also be sent to parents electronically through our Smores family communication.

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))

Bay Point is committed to knowing our students on a personal level -academically, socially, and emotionally. Our goal is to build positive relationships with parents and families in a variety of ways. Parents have input into the Parent and Family Engagement Plan via SAC, PFEP event feedback, and the Title I parent survey. Each PFEP event has a survey that parents complete at the end to provide feedback on the event. Parents also have an opportunity to request personal support through their

child's teacher, guidance counselor, and administration on individual student related issues or needs.

Parents are kept apprised of information via our webpage (https://www.pcsb.org/baypoint-es), school Facebook, school marquee, school messenger, Class Dojo and weekly school electronic communications. At the beginning of the year we provide information to parents about our school both electronically and at our Meet the Teacher event. Through our PCSB Family Portal, parents have live access to their students grades and progress. In addition, parents receive progress reports and report cards, and score reports after each STAR and FAST assessment period. During the fall, we have a Title I family night and parent conferences that are scheduled outside of the school day.

Bay Point will aim to learn about our students' families, cultures, and interests. We will create a school-wide learning community which encourages students to care for one another and be responsible for each other.

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))

Our plan consists of multiple tiers. The first level for school wide impact is providing professional learning which is strategically chosen to raise teacher efficacy. By increasing student engagement through the strategies learned during school-based professional learning opportunities, teachers will actively engage students in learning. Admin and content-based coaches provide teachers with research-based instructional strategies to improve academic achievement and social outcomes. We will also provide our classroom teachers with the time and opportunity to work with our academic coaches to disaggregate their data and monitor progress after each FAST assessment in order to adjust their instructional plans to meet students' differentiated needs.

Bay Point's Reading Recovery teacher will provide PD for our K-2 teachers with an emphasis on increasing student achievement using RR strategies. Teachers will communicate best reading practices for families to implement at home, to increase family engagement with early literacy development.

The next level provides supports to students based on differentiated needs. We are implementing a new district intervention program, Lindamood Bell, to provide supplemental instruction and interventions to students who are working below grade level in reading. In addition, we plan to provide teachers in 4th and 5th grade with Core Connections PD, that is aligned to the BEST standards in order to improve writing performance.

The last level will support learning at home. Bay Point's SIP committees will plan high interest activities for parents in the content areas of ELA, math, and science. Activities will include information on how parents can use the skills taught to help their students at home, which positively impacts student performance at school.

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))

Bay Point Elementary and the VPK Office work together to coordinate transition programs for students entering the regular public-school program. Activities include: coordinated meetings with parents, VPK teachers and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc.

Bay Point Elementary and the District Title I Office work together to provide information and education on ways parents can help their children at home.

Supplemental instructional supports and after-school learning opportunities is provided by the school is shared with parents during the development of the students' IEP.

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))

Bay Point has an experienced school-based counselor to assist students. The counselor utilizes individual and small group sessions, and provides classroom lessons. In addition, we have a Registered Behavior Technician to assist with providing interventions to students with behavioral needs. We also have a school social worker and psychologist who provide services to students and their families. At Bay Point, we utilize the PBIS model to support our students behavioral foundation.

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))

NA

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)).

The MTSS team is composed of members from the various stakeholders within the school. The team meets regularly to review student progress through various sources such as state and district assessments, diagnostic tools, grades, and teacher recommendations. Individual student needs are addressed and monitored through interventions based on this data. Should it be determined that a student needs further assistance to ensure their success, the team convenes to discuss and determine the next steps.

At Bay Point we implement a school-wide PBIS program. PBIS strategies are used for all students as a way to be proactive and avoid the need for discipline. For all students Tier 1 PBIS strategies are in place to avoid negative behaviors and encourage positive behaviors. Tier 1 strategies that are used include frequent breaks when needed, praise and acknowledge positive behavior, rewards systems, redirections and lessons on coping/social skills to name some.

To avoid disproportionate disciplinary for repeat offenders and those needing Tier 2 supports, additional PBIS strategies are used. Some of these strategies include check-in and check-outs, reward systems for reaching goals and a mentor program. The check in and check out system allows a team member to check in with a student daily to see how the student is doing, review the goals and replacement behaviors.

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)).

To increase student engagement in all classrooms and close the achievement gap, teachers will receive professional learning on student engagement strategies. In addition, we will plan to provide classroom teachers with the time and opportunity to work with our academic coaches to disaggregate their data and monitor progress after FAST assessments in order to adjust their instructional plans to meet students' differentiated needs.

Our grades 3-5 teachers will receive the Lindamood Bell intervention PD, which will allow them to provide Tier 2 & 3 students with reading interventions. This professional learning will help teachers to use assessment data to plan standards-aligned instruction to meet student needs.

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))

Title I funds support the full day three-year old program at Bay Point, allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

Bay Point's Pre-K students are a part of our daily activities at the school. They get acclimated to our school by practicing transitions on campus, attending events, and participating in a magnet fair opportunity. This event gives parents and students a chance to come on campus, visit teachers and ask questions for the upcoming year.

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.

The school-based leadership team meets to review our school wide goals and resources available to support the goals. Available funding is allocated to support the instructional needs of our teachers and students. Resources are implemented based on need and student outcomes.

Specifics to Address the Need

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

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly by ensuring equitable use of resources including instructional support, school based professional development, cycles of coaching and feedback.

Strategically focus on 3-5 teachers and instruction, where acceleration can occur more rapidly by ensuring equitable use of resources including instructional support, school based professional development, cycles of coaching and feedback.

To develop literacy, scholars need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

50% or more of our K-5 scholars will demonstrate proficiency on the FAST ELA assessment by May 2025. This will be accomplished by:

Teaching scholars how to use reading comprehension strategies.
Ensuring that each scholar reads connected text every day to support reading accuracy, fluency and comprehension.
Providing print rich, explicit, systematic and scaffolded instruction
Teaching scholars to decode words, analyze word parts, and recognize words.
Reinforcing the effectiveness of instruction in alphabetic, fluency and vocabulary.

Frequent formative assessment data to be reviewed in weekly PLCs with instructional planning and strategies developed during collaborative planning time. Coaching cycles will be implemented with

consistent and ongoing feedback to improve instruction and student outcomes. This will be monitored by Dr. Proctor and Ms. Johannessen.

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