BAY POINT MIDDLE SCHOOL

2025-26 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
Matthew Kane

kanemat@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

 Assistant Principal for grade 7/8 that work specifically with ELA teachers to inform and strengthen instructional practices that will yield higher student outcomes; lead and facilitate content-focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency. As well as oversee Transportation, District Assessments, and Athletics.

Leadership Team Member #3

Employee's Name
Dr. Nicole Howard

howardni@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

 Assistant Principal for grade 6/7 that work specifically with science teachers to inform and strengthen instructional practices that will yield higher student outcomes; lead and facilitate content-focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency. As well as oversee 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.

 Everyone at the school level was involved with creating the SIP. School leadership, teachers and students was used to develop the SIP. Students were asked prior to school releasing the previous

year, what they thought worked well and did not work well. They were asked if they would like to add or see anything new for the following school year. Staff and teacher participated at the end of the school year providing their input into the SIP on how they feel we can best support and improve in each content area.

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)).

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

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: C** **2022-23: C** **2021-22: D** **2020-21: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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							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

Current Year 2025-26

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							37	52	57	146

Current Year 2025-26

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							4	7	0	11
Students retained two or more times							10	9	1	20

Prior Year (2024-25) 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							72	63	76	211
One or more suspensions							17	54	40	111
Course failure in English Language Arts (ELA)							1			1
Course failure in Math							3		4	7
Level 1 on statewide ELA assessment							37	33	71	141
Level 1 on statewide Math assessment							47	50	69	166
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 (2024-25) 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							45	62	61	168

Prior Year (2024-25) 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							8	4	13	25
Students retained two or more times							3	2	7	12

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	60	58	42	55	53	34	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	53	59	59	58	58	56			
ELA Lowest 25th Percentile	56	52	52	58	53	50			
Math Achievement*	55	65	63	49	61	60	44	58	56
Math Learning Gains	56	60	62	57	61	62			
Math Lowest 25th Percentile	67	59	57	63	59	60			
Science Achievement	44	59	54	37	52	51	33	48	49
Social Studies Achievement*	75	79	73	67	75	70	58	69	68
Graduation Rate									
Middle School Acceleration	65	84	77	69	80	74	73	73	77
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	49	49	53	44	44	49	42	38	40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	516
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	56%	48%	40%	41%		50%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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	40%	Yes	6	
English Language Learners	66%	No		
Black/African American Students	52%	No		
Hispanic Students	73%	No		
Multiracial Students	55%	No		
White Students	71%	No		
Economically Disadvantaged Students	55%	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.

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%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

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.

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
			2024-25 SPRING			
ELA	6	44%	61%	-17%	60%	-16%
ELA	7	38%	59%	-21%	57%	-19%
ELA	8	50%	59%	-9%	55%	-5%
Math	6	77%	63%	14%	60%	17%
Math	7	36%	33%	3%	50%	-14%
Math	8	48%	64%	-16%	57%	-9%
Science	8	44%	58%	-14%	49%	-5%
Civics		75%	78%	-3%	71%	4%
Algebra		64%	59%	5%	54%	10%
Geometry		*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?

The area of math demonstrated the greatest improvement. Actions implemented were as following: intensive interventions, identifying students who needed the most assistance and provided them with a mentor.

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 as well as primary teacher taking medical leave at the end of the school year.

Greatest Decline

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

Our acceleration cell declined in comparison to prior years. Some contributing factors are as follows: Least structured teacher, teacher that does not monitor the learning of students as well as some student intrinsic motivation.

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, Math, Science, 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 24-25 SY, our current level of ELA proficiency was 45% Math proficiency was 57%, Science proficiency was 44%, and Civics proficiency was 75% on the most recent state assessment. Our Algebra students obtained 64% proficiency. Ensuring that teachers are teaching standards driven instruction along with benchmark aligned tasks will help students to engage the content at the level of rigor necessary.

Measurable Outcome

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 45%-48%
MATH proficiency will increase from 57%-60%
Science proficiency will increase from 44%-45%
Civics proficiency will increase to 75%- 78%
65% Learning gains and L25 in ELA and MATH

Monitoring

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

Classroom walk-throughs specifically looking for the following: 1. Collaborative structures 2. Student discourse 3.Teacher questioning @ DOK level 2 or higher 4.Student engagement 5.Target/task alignment 6. Checks for understanding (monitoring)

Person responsible for monitoring outcome

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

Rationale:
Effective collaboration enhances teaching and learning practices while strengthening relationships within the school-based team. Additionally, utilizing district-provided resources to teach the BEST standards helps address each student's individual needs, supporting their growth in areas of deficiency.

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:	**By When/Frequency:**
Administration	Weekly/ Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1.The instructional leadership team (ILT) will plan actionable walkthroughs to monitor student learning and provide meaningful feedback to support teacher growth.

Action Step #2
Data Informed Instruction

Person Monitoring:	**By When/Frequency:**
Administration	Weekly/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Teachers to utilize data to organize students to interact with content in manners which differentiate scaffold instruction to meet the needs of each student.

Action Step #3
Student Engagement

Person Monitoring:	**By When/Frequency:**
Administration	Weekly/Monthly

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

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

Action Step #4

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), 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.

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

Measurable Outcome

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

Black student subgroup will increase from 35% to 41%
SWD subgroup will increase from 15% to 41%

Monitoring

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

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

Person responsible for monitoring outcome
Dr. Ware, Mr. Kane, & Dr. 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:
1. Small group instruction, rotations in all classrooms to increase academics 2. Hands on instruction and content-based field trips to supplement their learning

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

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

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

Action Steps to Implement:

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
Action Step #1: Coaching with feedback

Person Monitoring:	**By When/Frequency:**
Dr. Ware, Mr. Kane, & Dr. Howard	Weekly/ Monthly

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

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

By August 10, 2024, 100% of our teachers will have evidence that their Tier I expectations defined and displayed clearly in their classrooms. These rules and routines will be referenced regularly. By May 28, 2026, we will have reduced our number of referrals by 20% compared to this past year and increased out attendance by 5%.

Monitoring

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

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

Person responsible for monitoring outcome

School Interventionist

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

Rationale:

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

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

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

Action Steps to Implement:

Action step(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

Person Monitoring: **By When/Frequency:**

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 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.

During SAC meetings we present highlights of the SIP, Title 1 School-wide Plan (SWP), and Family Engagement Plan (PFEP) and provide updates of implementation throughout the year. Additionally, we present it to families the following ways:
1. Back to School Title one night
2. School Website (https://www.pcsb.org/baypoint-ms)
3. School Messenger for all stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

Bay Point has built a great relationship with AMerican Legion Post 301. They have come to support

the school by donating shoes, clothing, they have hosted several academic contests with students. During our family engagement nights, parents have the opportunity to provide input for additional title 1 family activities.

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

Additionally we plan to do the following:

1. implement on-site PD that will take place during the school day
2. Continue to use the PBIS reward system
3. Relationship and Cultural Awareness training
4. create classroom rotations for small group learning

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)).

ESOL-
Bay Point Middle School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE)-
 Bay Point Middle School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)-
Bay Point Middle School will take advantage of any support provided by the district in regards professional learning.

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)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative /

performance feedback to staff; develop coaching ac◇vi◇es based on PD feedback, implementation fidelity; and 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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor 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.

We actively engage with our district by attending monthly ESE meetings and reviewing all student IEPs to ensure their needs are met. Additionally, our ESE facilitators participate in weekly coaching and teacher planning sessions to support effective instruction and accommodations.

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).

During the 2024–25 school year, BPMS fell short of meeting the 41% benchmark across all ESSA subgroups by 1%. Despite our dedicated efforts to help students achieve both school and state-mandated goals, we did not reach the required target. In response, our plan for the 2025–26 school year includes the following strategies and resources to support improved student outcomes:
Planned Resources and Actions:

1. **Bi-weekly/Monthly Meetings with the ESE Department:**
   These meetings will focus on reviewing student data, identifying individual student needs, discussing accommodations, and determining the necessary resources to support sufficient academic progress.

1. **Bi-weekly/Monthly Meetings with Classroom Teachers:**
   Collaborative meetings with teachers will be held to analyze student data, address academic and support needs, ensure accommodations are implemented, and allocate resources to promote student growth.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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