

Pinellas County Schools

Bay Point Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Bay Point Middle School

2151 62ND AVE S, St Petersburg, FL 33712

<http://www.baypoint-ms.pinellas.k12.fl.us>

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ware, Cameshia	Principal	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.
Kane, Matthew	Assistant Principal	Assistant Principal for grade 8 that work specifically with ELA teachers to inform and strengthen instructional practices that will yield higher student outcomes; lead and facilitate content-focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency. As well as oversee Transportation and Assessments.
Montgomery, Mia	Assistant Principal	Assistant Principal for grade 6th 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 Facilities and School Safety.

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. (ESSA 1114(b)(2))

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

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

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 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.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 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)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: D 2019-20: C 2018-19: C

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 days	0	0	0	0	0	0	47	55	61	163
One or more suspensions	0	0	0	0	0	0	32	74	93	199
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	3	21	28
Course failure in Math	0	0	0	0	0	0	12	7	7	26
Level 1 on statewide ELA assessment	0	0	0	0	0	0	71	79	92	242
Level 1 on statewide Math assessment	0	0	0	0	0	0	72	51	82	205
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	57	70	88	215

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	6	7	20
Students retained two or more times	0	0	0	0	0	0	3	5	5	13

Prior Year (2022-23) As Initially 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 days	0	0	0	0	0	0	31	42	37	110
One or more suspensions	0	0	0	0	0	0	62	61	39	162
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	107	119	125	351
Level 1 on statewide Math assessment	0	0	0	0	0	0	121	103	97	321
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	107	119	125	351

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	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	0	0	0	0	0	0	31	42	37	110
One or more suspensions	0	0	0	0	0	0	62	61	39	162
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	107	119	125	351
Level 1 on statewide Math assessment	0	0	0	0	0	0	121	103	97	321
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	107	119	125	351

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	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	32	45	50	44	52	54
ELA Learning Gains	36	43	48	51	55	54
ELA Lowest 25th Percentile	32	32	38	41	47	47
Math Achievement*	33	51	54	45	55	58
Math Learning Gains	39	52	58	48	52	57
Math Lowest 25th Percentile	48	48	55	40	46	51
Science Achievement*	30	45	49	39	51	51
Social Studies Achievement*	51	64	71	56	68	72
Middle School Acceleration	60			83		
Graduation Rate						
College and Career Acceleration						
ELP Progress						

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	9
Percent Tested	95
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	21	Yes	3	3
ELL	27	Yes	1	1
AMI				
ASN	54			
BLK	30	Yes	3	1
HSP	58			
MUL	52			
PAC				
WHT	60			
FRL	32	Yes	1	

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)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	32	36	32	33	39	48	30	51	60			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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
SWD	8	24	22	7	37	43	3	26				
ELL	25	25		33	25							
AMI												
ASN	57	43		71	43							
BLK	16	29	33	18	35	45	14	33	49			
HSP	51	35		61	46		64	85	63			
MUL	40	48		40	47			87				
PAC												
WHT	67	53	36	60	46	71	65	76	69			
FRL	21	32	33	22	37	48	14	34	49			

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	37	39	30	37	37	35	37	53	64			
SWD	6	23	25	9	27	31	9	16				
ELL	57	57		43	43							
AMI												
ASN	73	50		73	41				80			
BLK	18	31	30	19	30	34	16	38	40			
HSP	62	46		51	44		47	82	64			
MUL	52	43		50	50		60					
PAC												
WHT	68	53	38	68	49	60	73	78	78			
FRL	24	32	28	24	33	36	21	42	44			

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	44	51	41	45	48	40	39	56	83			
SWD	15	38	33	17	37	35	23	17				
ELL	48	52		70	67							
AMI												

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
ASN	85	66		94	80		90	100	95			
BLK	26	44	37	26	39	37	22	36	71			
HSP	57	59	67	60	54	50	41	63	88			
MUL	72	62		71	64		60	82	91			
PAC												
WHT	75	62	80	80	63	77	75	85	87			
FRL	33	46	38	34	42	38	28	46	76			

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	36%	48%	-12%	47%	-11%
08	2023 - Spring	29%	47%	-18%	47%	-18%
06	2023 - Spring	32%	47%	-15%	47%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	58%	-5%	54%	-1%
07	2023 - Spring	32%	36%	-4%	48%	-16%
08	2023 - Spring	41%	61%	-20%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	47%	-14%	44%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	53%	24%	50%	27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	46%	54%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	68%	-8%	66%	-6%

III. Planning for Improvement

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

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

ELA was lowest component. We held at 32% from the previous year. The contributing factors to not achieving an increase in performance were four ELA teachers with less than one year of experience. Another contributing factor was the lack of implementation of strategies that would address student academic deficits. Lack of rigorous instruction and monitoring student data effectively.

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

There were no declines from the previous year in any component. ELA maintained a 32.

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.

ELA has the greatest gap. The contributing factors to not achieving an increase in performance were four ELA teachers with less than one year of experience. Another contributing factor was the lack of implementation of strategies that would address student academic deficits. Lack of rigorous instruction and monitoring student data effectively.

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

Math proficiency including Algebra. Greater rigor producing a productive struggle within classrooms, interactive notebooks, collaborative structures, classroom walkthroughs with immediate feedback to teachers.

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

The amount of students reading below grade level, attendance. New earlier school day may have an effect.

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

- 1 - Increase ELA proficiency
- 2 - Science proficiency
- 3 - L25 gains in both math and ELA
- 4 - ESE proficiency overall

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

PBIS. We had a reduction of 441 referrals in the past year compared to the previous year, which was a decrease of approximately 30%, which was our goal this past year. Our attendance averaged 92%. 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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By August 25, 2023, 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 29, 2024, we will have reduced our number of referrals by 20% compared to this past year and increased out attendance by 3%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor our school behavior and attendance data through our weekly School Based Leadership Team/Admin Team Meetings.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1 - Utilize PBIS rewards for student's demonstration of positive and appropriate behaviors that are in line with our school expectations. By end of first semester 100% of school members (students and staff) will participate in the PBIS Rewards system and the rewards will be varied and reflect student interests.
- 2 - Restorative Practices and SEL - routinely use restorative practices and SEL strategies in their classrooms.
- 3 - Utilize Monday Moment morning lessons to teach student school-wide expectations, procedures and behaviors on a weekly basis. SBLT will plan and establish lessons at least monthly based on current data trends and for use in routine morning restorative strategies, celebrating growth and updating systems.
- 4.

Person Responsible: Mia Montgomery (montgomerymia@pcsb.org)

By When: May 2024

Family and Community Liaison: The family and community liaison (F&CL) position will focus one hour and a half hour of their day on activities for bridging the communication between the family, community and school. typical duties will include assisting with the development of specific objectives for volunteer/ community involvement activities; organizing a publicity plan to keep schools and the community informed, and providing the communication link between the principal, teachers, parents, students, office staff, aides and volunteers. Additionally, the F&CL in the coordination of business and community partnerships.

Person Responsible: Cameshia Ware (warecam@pcsb.org)

By When: May 2024

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 23-24 SY, our current level of ELA proficiency was 32% Math proficiency was 48%, Science proficiency was 33, and Civics proficiency was 60% on the most recent state assessment. Our Algebra students obtained 77% 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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA proficiency will increase from 32%-38%
 MATH proficiency will increase from 48%-52%
 Science proficiency will increase from 33%-38%
 Civics proficiency will increase to 58%- 65%
 50% Learning gains and L25 in ELA and MATH

Monitoring:

Describe how this Area of Focus will be monitored for 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

Person responsible for monitoring outcome:

Cameshia Ware (warecam@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 tin increase student engagement and performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective collaboration allows teaching and learning practices to improve, strengthened relationships within school- based team. Additionally, with the use of district provided resources to teach

BEST standards, will meet the needs of each student so they can grow in their area of deficiency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The instructional leadership team (ILT) will plan actionable walkthroughs to monitor student learning and provide meaningful feedback to support teacher growth.
2. Increase student use of an Extended Learning Program for tutoring in all content areas to ensure extra support outside of the classroom.
3. Hands-on real-world application to increase student academics and student experiences
4. Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.
5. Academic field trips, to support PBIS structures, build student background knowledge and connect classroom learning to real world experiences
6. Teachers to utilize data to organize students to interact with content in manners which differentiate/ scaffold instruction to meet the needs of each student.

Person Responsible: Cameshia Ware (warecam@pcsb.org)

By When: Administrators and coaches will conduct daily classroom visits to monitor instructional practices and strategies and provide immediate feedback.

Civics and Science ISD will provide teachers resources and support in a non-evaluative way. Most of the coaches' time will be spent implementing feedback based on the Marzano LSI practices with teachers, through coaching cycles, meeting teachers where they are to differentiate their support. As the interventionist they will provide support in the five areas of instructional support for teachers: theory underlying instruction, demonstration of activities, observation of teachers practicing new lessons, feedback and reflection about instruction, and supporting collaboration among teachers weekly in our grade level professional learning communities. They will co-teach lessons with teacher. They will facilitate frequent professional development meetings devoted to examining samples of student work and assessment data, helping teachers interpret assessment information and use that information to provide more focused instruction based on student needs.

Person Responsible: Cameshia Ware (warecam@pcsb.org)

By When: May 2024

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Black student subgroup will increase from 26% to 41%

SWD subgroup will increase from 15% to 41%

ELL subgroup will increase from 31% to 41%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Strengthen the ability of all staff to effectively use WICOR and engagement strategies and 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 ones ability to learn

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) Provide targeted professional learning and coaching to all staff on engagement strategies to improve academic achievement and lower behavioral incidents.

Person Responsible: Cameshia Ware (warecam@pcsb.org)

By When: May 2024

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

Person Responsible: Cameshia Ware (warecam@pcsb.org)

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

This SIP will be disseminated as follows:

1. Back to School Title one night
2. School Website
3. School Messenger for all 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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building a positive relationship with parents and community by:

1. School-wide quarterly parent nights
2. Fall Festival
3. Family engagement opportunities throughout the school year.
4. Welcoming parent and community volunteers

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 III of the SIP. (ESSA 1114(b)(7)ii)

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

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). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0171 - Bay Point Middle School	UniSIG		\$2,000.00

		<i>Notes: Instruction, basic/supplies: Team building equipment and supplies will be utilized to help students understand the importance of working together as a team. This includes but is not limited to a variety of balls, cones, hula hoops, etc.</i>				
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$299,373.36
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0171 - Bay Point Middle School	UniSIG	0.86	\$50,076.00
		<i>Notes: Instructional staff training services/other certified: Base salary for an instructional staff developer (ISD) focusing on social studies (SS). This position will focus on supporting students and teachers. The SS ISD will be working on creating small group instructions, rotations, and remediation pull out sessions with the struggling SS students.</i>				
	6400	210	0171 - Bay Point Middle School	UniSIG	0.86	\$6,796.00
		<i>Notes: Instructional staff training services/retirement: SS ISD retirement contribution (13.57%).</i>				
	6400	220	0171 - Bay Point Middle School	UniSIG	0.86	\$3,831.00
		<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): SS ISD FICA taxes (7.65%).</i>				
	6400	230	0171 - Bay Point Middle School	UniSIG	0.86	\$2,641.00
		<i>Notes: Instructional staff training services/group insurance. SS ISD group insurance (average \$13,245).</i>				
	5100	120	0171 - Bay Point Middle School	UniSIG	0.14	\$7,786.00
		<i>Notes: Instruction, basic/classroom teacher: The social studies (SS) ISD position will teach one class of social studies. The ISD's class will present instructional practices in a model/demonstration classroom setting for observation by all SS instructors.</i>				
	5100	210	0171 - Bay Point Middle School	UniSIG	0.14	\$1,057.00
		<i>Notes: Instruction, basic/retirement: SS ISD teacher retirement contribution (13.57%).</i>				
	5100	220	0171 - Bay Point Middle School	UniSIG	0.14	\$596.00
		<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): SS ISD FICA taxes (7.65%).</i>				
	5100	230	0171 - Bay Point Middle School	UniSIG	0.14	\$430.00
		<i>Notes: Instruction, basic/group insurance: SS ISD group insurance (average \$13,245).</i>				
	6400	130	0171 - Bay Point Middle School	UniSIG	0.86	\$46,200.00
		<i>Notes: Instructional staff training services/other certified: Base salary for an instructional staff developer (ISD) focusing on science. This position will focus on supporting students and teachers. The science ISD will be working on creating small group instructions, rotations, and remediation pull out sessions with the struggling science students.</i>				
	6400	210	0171 - Bay Point Middle School	UniSIG	0.86	\$6,270.00
		<i>Notes: Instructional staff training services/retirement: Science ISD retirement contribution (13.57%).</i>				
	6400	220	0171 - Bay Point Middle School	UniSIG	0.86	\$3,535.00

			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): Science ISD FICA taxes (7.65%).</i>			
	6400	230	0171 - Bay Point Middle School	UniSIG	0.86	\$11,390.00
			<i>Notes: Instructional staff training services/group insurance. Science ISD group insurance (average \$13,245).</i>			
	5100	120	0171 - Bay Point Middle School	UniSIG	0.14	\$7,521.00
			<i>Notes: Instruction, basic/classroom teacher: The science ISD position will teach one class of science. The ISD's class will present instructional practices in a model/demonstration classroom setting for observation by all science instructors.</i>			
	5100	210	0171 - Bay Point Middle School	UniSIG	0.14	\$1,021.00
			<i>Notes: Instruction, basic/retirement: Science ISD teacher retirement contribution (13.57%).</i>			
	5100	220	0171 - Bay Point Middle School	UniSIG	0.14	\$576.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): Science ISD FICA taxes (7.65%).</i>			
	5100	230	0171 - Bay Point Middle School	UniSIG	0.14	\$1,855.00
			<i>Notes: Instruction, basic/group insurance: Science ISD group insurance (average \$13,245).</i>			
	6400	130	0171 - Bay Point Middle School	UniSIG	0.86	\$57,201.00
			<i>Notes: Instructional staff training services/other certified: The instructional staff developer (ISD), multi-tiered system of supports (MTSS) coach will support teachers in planning and aligning classroom plans to district and state standards; analyzing, monitoring, and communicating response to instruction/intervention data; monitoring schoolwide achievement data; and monitoring behavior data.</i>			
	6400	210	0171 - Bay Point Middle School	UniSIG	0.86	\$7,762.00
			<i>Notes: Instructional staff training services/retirement: MTSS ISD retirement contribution (13.57%).</i>			
	6400	220	0171 - Bay Point Middle School	UniSIG	0.86	\$4,376.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): MTSS ISD FICA taxes (7.65%).</i>			
	6400	230	0171 - Bay Point Middle School	UniSIG	0.86	\$11,390.00
			<i>Notes: Instructional staff training services/group insurance. MTSS ISD group insurance (average \$13,245).</i>			
	5100	120	0171 - Bay Point Middle School	UniSIG	0.14	\$9,312.00
			<i>Notes: Instruction, basic/classroom teacher: The MTSS ISD position will teach one class focusing on small group intervention for students needing additional intervention to close the learning gap. The ISD's class will present instructional practices in a model/demonstration classroom setting for observation by all instructors.</i>			
	5100	210	0171 - Bay Point Middle School	UniSIG	0.14	\$1,264.00
			<i>Notes: Instruction, basic/retirement: MTSS ISD teacher retirement contribution (13.57%).</i>			

	5100	220	0171 - Bay Point Middle School	UniSIG	0.14	\$713.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): MTSS ISD FICA taxes (7.65%).</i>			
	5100	230	0171 - Bay Point Middle School	UniSIG	0.14	\$1,855.00
			<i>Notes: Instructional staff training services/group insurance: MTSS ISD teacher group insurance (average \$13,245).</i>			
	6400	330	0171 - Bay Point Middle School	UniSIG		\$13,395.00
			<i>Notes: Instructional staff training services/travel: Innovative Schools Summit (PBIS, Discipline, Trauma impacted students) in Nashville, TN (6/19-23/24). Estimated costs for each attendee: Registration \$545, airfare \$500, lodging \$1,375 (\$275/night x 5 nights), meals \$320 (\$64/day x 5 days), mileage/parking \$325 = \$3,065 per attendee. Estimated costs for three attendees = \$9,195. Florida Council of Teachers of Mathematics conference focuses on alignment to standards and instructional strategies. It will be held in June 2024 in Orlando, Florida. Estimated costs: registration/membership \$125, lodging \$825 (\$275/night x 3 nights), meals \$192 (\$64/day x 3 days), mileage/parking \$258 = \$1,400 per attendee. Estimated cost for three attendees = \$4,200 (\$1,400 x 3).</i>			
	6400	330	0171 - Bay Point Middle School	UniSIG		\$5,200.00
			<i>Notes: Instructional staff training services/travel: A total of four staff will attend a Florida conference such as the Florida Council of Teachers of Mathematics, the Florida Association of Science Teachers conference, or the Florida Council for Social Studies conference focusing on strategies to improve instructional delivery and student achievement. Estimated cost for each staff member to attend a Florida conference include registration \$250, lodging \$600 (\$200/night x 3 nights), meals \$192 (\$64/day x 3 days), mileage/parking \$258 = \$1,300 per attendee. Estimated cost for four staff = \$5,200 (\$1,300 x 4).</i>			
	5100	330	0171 - Bay Point Middle School	UniSIG		\$1,800.00
			<i>Notes: Student transportation services/other purchased services: Instructional Practice specifically relating benchmark aligned instruction relating in the area of ELA. Estimated costs for Straz performances in Tampa = \$1,800 (\$12 x 150)</i>			
	7800	390	0171 - Bay Point Middle School	UniSIG		\$1,200.00
			<i>Notes: Student transportation services/other purchased services: Busch Gardens Physics Day \$1,200 (2 buses x \$600)</i>			
	5100	510	0171 - Bay Point Middle School	UniSIG		\$9,874.36
			<i>Notes: Instruction, basic/supplies: Purchase of materials and supplies to support Literacy, Math, Science, Social Studies, STEM including but not limited to paper, pencils, calculators, drones, items for robotics, instructional games, copies, pens, and books.</i>			
	6400	330	0171 - Bay Point Middle School	UniSIG		\$11,600.00
			<i>Notes: Instructional staff training services/travel: Four staff (principal, assistant principal, and two teacher/leaders) will attend the Roy Clark Association (RCA) House Conference in Atlanta, GA on July 11-12, 2024. This professional development is an interactive, immersive learning experience where attendees observe classes and participate in dynamic workshops teaching how to create and enhance the house system in a way that transforms the school environment, creates a sense of belonging for all students and families, ignites a passion for learning, provides meaningful support, encourages academic excellence and a climate and culture where all students and staff thrive. Estimated cost for each participant include registration \$1,050, meals \$192 (3 days x \$64/day), mileage/parking/ride shares \$208, airfare \$400, and lodging \$1,050 (3 nights @ \$350/night) = \$2,900 per person. Total cost for 4 attendees = \$11,600 (\$2,900 x 4 attendees).</i>			

	5100	330	0171 - Bay Point Middle School	UniSIG		\$6,200.00
			<i>Notes: Instruction, basic/travel: Instructional Practice specifically relating benchmark aligned instruction relating to the area of science. Estimated cost for Busch Gardens Physics Day= \$6,200 (\$62 x100)</i>			
	5100	330	0171 - Bay Point Middle School	UniSIG		\$1,050.00
			<i>Notes: Instruction, basic/travel: Instructional Practice specifically relating benchmark aligned instruction relating to the area of Science. Estimated costs for Museum of Science and Industries MOSI (Museum of Science and Industry \$1,050 (\$7 per ticket x 150).</i>			
	7800	390	0171 - Bay Point Middle School	UniSIG		\$1,800.00
			<i>Notes: Student transportation services/other purchased services: Museum of Science and Industry estimated transportation costs: \$1,800 (3 buses x \$600)</i>			
	7800	390	0171 - Bay Point Middle School	UniSIG		\$1,800.00
			<i>Notes: Student transportation services/other purchased services: Estimated transportation costs for Straz performance \$1,800 (3 buses x \$600)</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$25,534.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0171 - Bay Point Middle School	UniSIG		\$3,024.00
			<i>Notes: Instruction, basic/classroom teacher: The school will host six three-hour Saturday bootcamps for students needing additional instructional time. These bootcamps will be held during February, March and April. Each bootcamp will be staffed by six teachers. Estimated cost for each bootcamp = \$632.77 (\$29/hour x 6 teachers x 3 hours = \$522 + \$111 fringe benefits on separate lines).</i>			
	5100	640	0171 - Bay Point Middle School	UniSIG		\$15,000.00
			<i>Notes: Instruction, basic/furniture, fixtures and equipment: Purchase computers for students to utilize in pull out resource rooms. This will allow for students to receive targeted remediation that is specific to their needs with a teacher/interventionist and with accommodations that they need. Each hallway will have a designated area for remediation. This will allow us to purchase approximately digital devices.</i>			
	6150	510	0171 - Bay Point Middle School	UniSIG		\$683.25
			<i>Notes: Parental involvement/supplies: Purchase of materials and supplies to support Literacy, Math, Science, and STEM night which brings teachers, students and families together.</i>			
	6400	120	0171 - Bay Point Middle School	UniSIG		\$2,700.00
			<i>Notes: Instructional staff training services/classroom teachers: We also encourage our teachers to attend professional development outside of the school day to increase their knowledge in instructional practices to increase academics in all subgroups. Stipends for these activities are paid at \$22.50/hour x 120 hours = \$2,700.</i>			
	5100	210	0171 - Bay Point Middle School	UniSIG		\$411.00
			<i>Notes: Instruction, basic/retirement: Saturday teacher retirement contribution (13.57%).</i>			
	5100	220	0171 - Bay Point Middle School	UniSIG		\$232.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): Saturday teacher FICA taxes (7.65%).</i>			

	6400	210	0171 - Bay Point Middle School	UniSIG		\$367.00
			<i>Notes: Instruction staff training services/retirement: Teacher stipends retirement contribution (13.57%).</i>			
	6400	220	0171 - Bay Point Middle School	UniSIG		\$207.00
			<i>Notes: Instruction staff training services//Federal Insurance Contributions Act (FICA): Teacher stipends FICA taxes (7.65%).</i>			
	6300	120	0171 - Bay Point Middle School	UniSIG		\$2,400.00
			<i>Notes: Instruction and curriculum development services/classroom teachers: We encourage our teachers to collaborate to create and design lessons that will maximize high yield outcomes. Curriculum development rate is \$20/hour x 120 hours.</i>			
	6300	210	0171 - Bay Point Middle School	UniSIG		\$326.00
			<i>Notes: Instruction and curriculum development services/retirement: Collaboration hours retirement contribution (13.57%).</i>			
	6300	220	0171 - Bay Point Middle School	UniSIG		\$184.00
			<i>Notes: Instruction and curriculum development services/Federal Insurance Contributions Act (FICA): Collaboration hours FICA taxes (7.65%).</i>			
					Total:	\$341,596.25

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No