

Pinellas County Schools

Bay Point Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Bay Point Middle School

2151 62ND AVE S, St Petersburg, FL 33712

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

Demographics

Principal: Cameshia Ware

Start Date for this Principal: 7/1/2022

2019-20 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: D (40%) 2020-21: (41%) 2018-19: C (50%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bay Point Middle School creates a positive educational setting that will educate and prepare each student for college, career and life.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership

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.:

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.
McElveen, Lara	Assistant Principal	Assistant Principal over 7th grade that oversees and monitors the fidelity of implementation of Social Studies (Civics) initiatives; develops and designs the school master schedule to maximize teacher effectiveness and highest student outcomes; develops the school-wide assessment schedule to optimize conditions for assessment.
Montgomery, Mia	Assistant Principal	Assistant Principal for grade 8 that work specifically with Science teachers to inform and strengthen instructional practices that will yield higher student outcomes; lead and facilitate content-focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency. As well as oversee Transportation and ELP.
Jenkins-Richardson, Jennifer	Assistant Principal	Assistant Principal for grade 6th that work specifically with Math 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.
Carroll, Elizabeth	Math Coach	Instructional Coaches will provide assistance and ongoing professional learning to instructional staff. They will regularly observe and provide feedback to teachers regarding instructional improvement, data analysis, and student achievement.

Name	Position Title	Job Duties and Responsibilities
Collis, Jacqueline	Other	MTSS Coach Works alongside Instructional Leadership Team to monitor district formative assessment data and student academic data, and helps determine appropriate actions needed to produce highest student outcomes. Works alongside assistant principals to implement and enforce school-wide behavior expectations and PBIS plan; monitors the student adherence to expectations and effectiveness of PBIS plan.
Boyar, Whitney	Instructional Coach	Instructional Coaches will provide assistance and ongoing professional learning to instructional staff. They will regularly observe and provide feedback to teachers regarding instructional improvement, data analysis, and student achievement.
Parker, Ursula	Behavior Specialist	Behavior Specialist will provide assistance and ongoing professional learning to instructional staff. She will regularly observe and provide feedback to teachers regarding instructional and/ or behavioral improvement, data analysis, and student achievement.

Demographic Information

Principal start date

Friday 7/1/2022, Cameshia Ware

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

784

Identify the number of instructional staff who left the school during the 2021-22 school year.

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	246	249	268	0	0	0	0	763
Attendance below 90 percent	0	0	0	0	0	0	31	42	37	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	62	61	39	0	0	0	0	162
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	107	119	125	0	0	0	0	351
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	121	103	97	0	0	0	0	321
Number of students with a substantial reading deficiency	0	0	0	0	0	0	107	119	125	0	0	0	0	351

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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	0	0	0	

Date this data was collected or last updated

Tuesday 7/5/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	288	288	264	0	0	0	0	840
Attendance below 90 percent	0	0	0	0	0	0	35	38	28	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	46	41	32	0	0	0	0	119
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	71	83	88	0	0	0	0	242
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	87	87	85	0	0	0	0	259
Number of students with a substantial reading deficiency	0	0	0	0	0	0	71	83	88	0	0	0	0	242
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	114	118	84	0	0	0	0	316

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	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	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	288	288	264	0	0	0	0	840
Attendance below 90 percent	0	0	0	0	0	0	35	38	28	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	46	41	32	0	0	0	0	119
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	71	83	88	0	0	0	0	242
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	87	87	85	0	0	0	0	259
Number of students with a substantial reading deficiency	0	0	0	0	0	0	71	83	88	0	0	0	0	242
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	114	118	84	0	0	0	0	316

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%			37%			44%	52%	54%
ELA Learning Gains	36%			39%			51%	55%	54%
ELA Lowest 25th Percentile	32%			30%			41%	47%	47%
Math Achievement	33%			37%			45%	55%	58%
Math Learning Gains	39%			37%			48%	52%	57%
Math Lowest 25th Percentile	48%			35%			40%	46%	51%
Science Achievement	30%			37%			39%	51%	51%
Social Studies Achievement	51%			53%			56%	68%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	44%	51%	-7%	54%	-10%
Cohort Comparison						
07	2022					
	2019	37%	51%	-14%	52%	-15%
Cohort Comparison		-44%				
08	2022					
	2019	51%	55%	-4%	56%	-5%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	35%	44%	-9%	55%	-20%
Cohort Comparison						
07	2022					
	2019	49%	60%	-11%	54%	-5%
Cohort Comparison		-35%				
08	2022					
	2019	19%	31%	-12%	46%	-27%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	51%	-13%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	68%	-10%	71%	-13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	55%	27%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	56%	41%	57%	40%

Subgroup Data Review

2022 SCHOOL GRADE 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
SWD	8	24	22	7	37	43	3	26			
ELL	25	25		33	25						
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			
WHT	67	53	36	60	46	71	65	76	69		
FRL	21	32	33	22	37	48	14	34	49		
2021 SCHOOL GRADE 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
SWD	6	23	25	9	27	31	9	16			
ELL	57	57		43	43						

2021 SCHOOL GRADE 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
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				
WHT	68	53	38	68	49	60	73	78	78		
FRL	24	32	28	24	33	36	21	42	44		

2019 SCHOOL GRADE 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
SWD	15	38	33	17	37	35	23	17			
ELL	48	52		70	67						
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		
WHT	75	62	80	80	63	77	75	85	87		
FRL	33	46	38	34	42	38	28	46	76		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	9
Percent Tested	95%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	54
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

From state assessment data, significant drops occurred in Math, ELA, Science, and Acceleration.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Learning gains require significant improvement as well as Science, and Acceleration.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Lack of rigorous instruction and monitoring student data. Increased rigor, standards instruction only, and improved monitoring of student understanding. Implementing equitable practices for all students to increase achievement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Math gains for our lowest 25th percentile scholars was our most improved area with an increase of 13%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The implementation of classroom strategies that would effectively address scholar deficits as well as classroom walkthroughs with immediate feedback to teachers.

What strategies will need to be implemented in order to accelerate learning?

Students will be given more opportunities to struggle with curriculum before teacher intervention, teachers will only utilize grade level materials that align to the standards, increased engagement in activities, student ownership of work, teachers will improve monitoring of student progress, and all teachers will implement equitable teaching/grading practices.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will attend weekly PLC sessions by content, additional planning sessions that are facilitated by Academic Coaches and Administrative Leadership Team with weekly data discussions in PLC's.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Weekly Instructional Coaches Meetings and Administrative Meetings that will address scholar data with identified next steps for improvement. Continue to train new hires in Culturally Relevant Teaching, professional development embedded into monthly meetings, continued monitoring of individual students during content PLCs and utilization of Title 1 funds to support student learning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to 2021-2022 Florida Standards Assessment, approximately 33% of our scholars are proficient in Math Standards. This deficit is occurring because the appropriate level of rigor during classroom instruction is not evident based off the number of students proficient. We expect our proficiency level to increase from 33% to 40% proficiency on the Spring 2023 assessment. This substantial downward trend in proficiency in Math has prompted a school-wide focus on improving rigorous core instruction and providing additional supports for our ESSA subgroups and our bottom quartile.

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

Bay Point Middle school will increase overall achievement sores in Math from 33% to 40%

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

1. Classroom Walkthroughs looking for evidence of planning, implementation of rotations, and target task alignment.
2. Teachers will engage in collaborative discussions centered on student performance data to plan standards based lessons.
3. Students to utilize a math remediation plan that incorporates instructional rotations within the classroom.

Person responsible for monitoring outcome:

Jennifer Jenkins-Richardson (jenkinsrichardsoj@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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 with supplemental materials as needed as well as differentiated instruction and remediation plans.
3. Collaboration in weekly PLC's.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

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

Person Responsible

Cameshia Ware (warecam@pcsb.org)

#2. Instructional Practice specifically relating to Social Studies

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Bay Point Middle School received an overall achievement score of 51% on the 2021-2022 Civics EOC. This was a 2% drop from the last tested year (2020) of 53%. Civics resulting in a deficit due to the level of rigor during classroom instruction. Scholars were not effectively provided an opportunity to engage in complex text.

Measurable Outcome:

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

Bay Point Middle will increase the overall achievement score of 51% to 55% for the 2022-2023 school year on the EOC Civics exam.

Monitoring:

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

Bay Point Middle will enhance staff capacity through coaching, modeling, and professional development to identify critical content from the standards in alignment with district resources. We will continue to use school based and district supports during our monthly meetings and professional learning communities (PLC's).

Teachers will utilize their common planning time to develop lessons, review common formative assessment and work collaboratively to provide rigorous instruction. Administration and academic coaches will provide support during these sessions. Additionally, on going data chats with teachers will provide progress monitoring during the school year.

Person responsible for monitoring outcome:

Lara McElveen (mcelveenl@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Support staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student.
2. Reading teachers will support Social Studies by modeling strategies with students and teachers to support students learning outcomes
3. Teachers will monitor and provide feedback to students to support learning
4. Strengthen staff ability to engage students in complex texts.
5. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
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.
7. Hands-on real world application to increase academics and student experiences.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used

1. Collaboratively planning together, utilizing standards-based instruction, and sharing/using best practices to ensure student engagement
2. During informal and formal walkthroughs administrators and caches will collect data and share timely feedback with teachers to provide further success for student achievement.
3. Data received through unit assessments will provide opportunities to

for selecting this strategy. celebrate achievement and provide immediate and appropriate remediation for all students

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. Regularly assess both formally and informally district assessment and common formative assessment to adjust and modify instruction
2. Teachers meet in Professional Learning Community (PLC) meetings at least twice per month to review student response to tasks and organize skill/strategy-based groups to implement during core with students to support their success with complex text.
 - A) Use data "data Chats" to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance
3. Administration monitors practice and provides timely feedback to support growth. Utilize both formal and informal walkthrough instruments to provide on-going support.
5. Allowing hands-on real world application to increase academics and student experiences.
6. Academic field trips, to support PBIS structures, build student background knowledge and connect classroom learning to real world experiences

Person Responsible Lara McElveen (mcelveenl@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to 2021-2022 Florida Standards Assessment, approximately 30% of our 8th grade scholars are proficient in Science SSA. This deficit is occurring because the appropriate level of rigor during classroom instruction is not evident based off the number of students proficient. We expect our proficiency level to increase by 5% on the Spring 2023 assessment.

Measurable Outcome:

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

The percent of all students reaching level 3 or higher on Science SSA will increase from 30% to 35%, as measured by SSA 2023.

Monitoring:

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

This area of focus will be monitored through PLC's and classroom walkthroughs with timely feedback provided to teachers. Unit, Cycle & Gap Assessments will be used in all science courses to monitor student response to instruction and progress toward SSA goal of 35%.

Person responsible for monitoring outcome:

Mia Montgomery (montgomerymia@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- 1: Enhance staff capacity to identify critical content from the standards in alignment with district resources.
2. Science teachers will utilize data to differentiate and scaffold instruction to increase student performance
3. Allowing hands-on real world application to increase academics and student experiences.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To provide students the opportunities to engage in grade appropriate standards-based tasks, teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.

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. Establish structures and Expectations for PLC's
2. Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons.
3. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.
4. Allowing hands-on real world application to increase academics and student experiences.

Person Responsible

Mia Montgomery (montgomerymia@pcsb.org)

#4. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In the 2021-2022 school year, Bay Point Middle School teachers have written 1468 behavior referrals. By focusing on PBIS, teachers will create an environment that helps all students achieve behavior for a successful learning environment. PBIS is a foundation to assist with teaching scholars positive social and cognitive behaviors. PBIS provides strategies for students to fully engage in the classroom by setting behavioral expectations, positive rewards, and clear consequences. These practices are supported by the physical school environment, flexible seating, effective classroom routines, and behavioral expectations.

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

By August 30th, 2022, 100% of teachers will have evidence that tier 1 expectations are defined for the classroom using classroom rules, procedures, and routines. These (classroom rules, procedures, and routines) are posted and taught regularly. By May 2023, we will reduce the number of behavior referrals by 30%.

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

We will monitor our data through our weekly School Based Leadership/Admin Team meetings.

Person responsible for monitoring outcome:

Jacqueline Collis (collisj@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. The ZONE
2. Restorative Practices
3. Use of the Positive Behavior Incentive Usage (PBIS rewards).
4. Building and maintaining positive relationships with all students
5. Flexible seating to increase academics through positive school and classroom culture

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to The Learning Sciences Manzano Center's research on Conditions for Learning, staff behaviors 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.

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. Continue use of Monday moment morning lessons to teach student school-wide expectations, procedures, and behaviors on a weekly basis. SBLT will plan and establish lessons monthly based on current data trends and for use in routine morning restorative circles, celebrating growth, and updating systems.
2. Continue use of Falcon Bucks positive behavior support and recognition system to provide rewards for students for demonstration of positive and appropriate behaviors that are identified by the school expectations. By the end of first semester, at least 90% of school members (students and staff) will participate in the Falcon Bucks system and the rewards will be varied and reflect students interests

3. Restorative Practices and SEL and routinely use circles and other RP and SEL strategies in their classrooms.
4. Flexible seating to increase academics through positive school and classroom culture

Person Responsible

[no one identified]

#5. 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 critical need from the data reviewed.

Increase teacher’s use of equitable practices 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 sub group will increase from 30% to 41%
 SWD subgroup will increase from 21% to 41%
 ELL subgroup will increase from 27% to 41%

Monitoring:

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

1) Provide AVID training to all staff on equitable strategies and restorative practices 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.

Person responsible for monitoring outcome:

Cameshia Ware (warecam@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Strengthen the ability of all staff to effectively use equitable 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.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. The development and implementation of equitable practices that engage students will result in increased exposure to rigorous and relevant tasks in the classroom at an appropriate grade level, the development of school-wide culture and climate, and an overall decline in the achievement gap.
 2) Creating a student-centered culture will provide all learners with the opportunity to be successful

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 restorative practices to improve academic achievement and lower behavioral incidents.
2. Teachers will work collaboratively in weekly Professional Learning Community (PLC) groups to incorporate researched-based literacy strategies, analyze appropriate data, and create instructional materials with rigorous complex tasks.
- 3 Expand the utilization of an Extended Learning Program tutoring in all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. Ensure participation in ELP of subgroup students through recruitment and targeted resources
4. Ongoing Professional development on closing the achievement gap between SWD, black and non-black students.
5. The development and implementation of equitable practices through the use of technology that engage

students will result in increased exposure to rigorous and relevant tasks in the classroom at an appropriate grade level, the development of school-wide culture

Person Responsible

Cameshia Ware (warecam@pcsb.org)

#6. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: According to 2021-2022 Florida Standards Assessment, approximately 32% of our scholars are proficient in ELA Standards. This deficit is occurring because the appropriate level of rigor during classroom instruction is not evident, specifically, there is a need to deeper analyze the data, work within the PLC to develop common activities tied to the standards, develop and implement remediation plans to improve pedagogy that will result in best practices and increase our data from 32% overall achievement to 35% and increase our bottom quartile from 36% learning gains to 45% learning gains.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 Bay Point Middle school will maintain overall achievement sores in ELA/Reading from 32% to 35% and increase learning gains from 36 % to 45% as measured by ELA/ Reading FSA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 Bay Point will enhance staff capacity through coaching, modeling, and professional development to identify crucial content from the Standards in alignment with district resources (PLC’s, PD, department meetings, and district trainings). We will continue monitoring through the use of our informal walk throughs conducted by administration. Additionally, we will monitor through data shared at our PLC, administrative meetings, and our school-based leadership team.

Person responsible for monitoring outcome:
 Cameshia Ware (warecam@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
2. Strengthen staff ability to engage students in complex texts.
3. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of each student and identify trends
4. Teachers will monitor and provide feedback to students to support learning
5. Administrators will continue to monitor teacher practice and provide timely feedback to support teacher growth through the use of formal and informal documentation.
6. Reading teachers will support ELA and Social Studies by modeling strategies with students to support students learning

Rationale for Evidence-based Strategy:
Explain the rationale for
 Need for continued work within the department to ensure all teachers are utilizing success criteria, data from both common formative assessment and informal walkthroughs to ensure students are provided appropriate scaffolding, BEST standards, and support to increase learning gains as assessed on the FAST Assessment.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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 success criteria to support students to track their progress
2. Goal setting and progress monitoring tools will be used bi-weekly to monitor student progress.
3. Teachers meet in Professional Learning Community (PLC) monthly to review students' data, response to tasks and plan text dependent questions, close reading, and skill/strategy based on groups to implement during core with students to support their success with complex text. Assistant Principals supervising ELA/Reading department will attend PLC meetings.
 - a) use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance
 - b) create Wildly Important Goals (WIG Goals) to plan instruction that reviews students' performance
4. Teachers, coaches, and stakeholders (students and parents) will review on-going data and identify areas of additional growth. Groups to be identified-remediated and celebrated with identified gains. Data to be shared with all stakeholders.

Person Responsible [no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Bay Point Middle Schools will be incorporating and implementing the forth year of using CHAMPS common language to establish, practice and maintain positive school climate through teaching expectations, procedures, rules and routines. We will continue to expanding our PBIS school wide system of support through tiered support using teacher interventions and "THE ZONE" to decrease the number of Out of School Suspensions (OSS) and In School Suspensions (ISS) that are impacting our subgroups. The SBLT team which incorporates problems solving strategies (MTSS/RTI) is made up of the behavioral support and instructional staff; they will communicate initiatives to engage stakeholders through Family Engagement Events on campus throughout the school year.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The stakeholders include the staff, students and parents of Bay Point Middle School. All stakeholders are contributing members of building a positive culture and environment at the school.

The following members of SBLT consistently promote a positive culture :

Cameshia Ware- Principal

Lara McElveen- Assistant principal

Mia Montgomery- Assistant Principal

Jennifer Richardson- Assistant Principal

Ursula Parker- Behavior Specialist

Ms. Saez, Kent, and Martinez - School Counselor's

Jacqueline Collis- MTSS

The ways Bay Point will create and maintain a positive culture:

1. We will continue to expanding our PBIS school wide system of support through tiered support using teacher interventions.
2. "THE ZONE" to decrease the number of Out of School Suspensions (OSS) and In School Suspensions (ISS) that are impacting our subgroups.
3. Flexible seating and movement to enhance the educational and unique needs for students to experience academic and behavior success.