# Jim C. Bailey Middle School



# 2015-16 School Improvement Plan

# Jim C. Bailey Middle School

### 4110 BAUER RD, Pensacola, FL 32506

### www.escambia.k12.fl.us

## School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|---|---|---|
| Middle | Yes | 58% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| No | No | 46% |

## School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|---|---|---|---|---|
| Grade | B* | C | C | B |

*\*Preliminary Informational Baseline School Grade*

***Note:*** *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

## School Board Approval

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

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

# Table of Contents

# 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

## Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

## Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

## Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2015-16 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | 1 | Melissa Ramsey |

| Former F | Turnaround Status |
|---|---|
| No | |

## Part I: Current School Status

### Supportive Environment

**School Mission and Vision**

**Provide the school's mission statement**

Jim C. Bailey Middle School prepares students with the academic skills, social skills, and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses.

**Provide the school's vision statement**

Jim C. Bailey Middle School envisions a safe and effective learning environment that promotes student achievement through effective cooperation and communication with families, teachers, and administrators. Through academics, strength in athletics and creativity in the arts, students will learn to develop skills that will allow them to be contributing members of society.

**School Environment**

**Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

We use the the following data to learn about the demographics and culture background of our students:
FOCUS Gradebook provides information that covers "ALL" of the school years a student has attended school in or out of county. FOCUS, also, provide such information as, demographics, attendance, free or reduce lunch, academic data, discipline referrals, the exceptionality of the student. Cumulative folders are reviewed often, which will offer some of the same information that is in FOCUS.
However, the cumulative folders also provides speech information, IEP data, FCAT scores, writing test scores, actual written comments on report cards from previous teachers and parental (divorce custody) information to name a few.

**Describe how the school creates an environment where students feel safe and respected before, during and after school**

Bailey Middle implement safety drills, three times a year and bus drills two times a year, to practice "Best Practice" evacuations for the students, faculty and staff. These practices consists of, tornado and fire drills, and Intruder drills. The students are taught to know his/her place in the classroom, the correct behavior that should be displayed, at that time, and what the "red/green" sided covering that's hanging on the window of the doors in each classroom. It is the duties of the teachers, each day, to have duty stations in the halls and outside areas during each class change. Our students are provide bus drills which alerts them on how and where to exit the bus during an emergency. The SRO (Security Resource Officer) is present on campus daily and assist with safety issues, as well. Students are greeted by the teachers in the halls, front office, and cafeteria. The faculty knows each student by name which creates a personal communication between the student and teacher. Teachers show respect to the students by saying thank you and please. Good manners are practiced daily.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Bailey Middle school has entered it's second year of implementation with the PBS (Positive Behavior Support) model as the schoolwide behavioral plan. This entails, a new way of redirecting student's negative behaviors, in a positive way, while keeping students in school to promote "pupil progression". The PBS team provided posters that are hung in every hallway, classrooms, cafeteria, gym and the restrooms. These posters are reminders of the disciplinary incident expectations for our students. Such as, Show Tolerance, Manage Behavior, Act Safely, Respect Others, & Take Responsibility. When a student is seen performing any of these acts, he or she is given a "Bailey buck" by a faculty or staff member. These bucks are incentives that will promote positive behaviors and provide the student with rewards. The PBS team is made up of teachers, a counselor, a behavior coach and administrators. This year we will be adjusting the schedule of how students are able to redeem their "Bailey Bucks" as well as how we will be tracking the data. Teachers will be trained on how to enter minor infractions through the RTIB website. This will help us target areas that need to be addressed in a timely manner.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Bailey has a 6, 7, and 8th grade counselor that accommodate students on each grade level. The counselors provide classroom teachers with passes for students to come and see them when the need arise. The visit may be related to course offerings, scheduling, and grades. There is one behavior coach who also provide assistance to the general educated and ESE students. Her duties, along with the counselors, may consist of observing students who may need behavioral strategies or interventions to help improve their academic ability. Bailey has been given the opportunity of having a military counselor housed at the school for 3 years. Military students can receive additional assistants through this program.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The Bailey Middle School Early Warning System includes Teacher Teams and the MTSS Team. The Teachers review data to identify at-risk students in team meetings. Students who need Tiered Interventions are identified and referred to the school psychologist during monthly MTSS meetings for more in-depth interventions and data collection. Team members use data to identify students who are struggling to meet academic goals or who are at-risk for dropping out of school. The early warning indicators are related to attendance, course failures, and behavior. The data is reviewed on a regular basis. When a child exhibits two or more early warning indicators, the team meets to determine the appropriate interventions. If the team determines that the child should go through the MTSS process, parents are invited to attend and participate in meetings, with at least 10 days' written notice of this meeting.
The Early Warning Indicators are:
Attendance- Student has missed 10% or more of instructional time
Referrals and Suspensions- Two or more behavior referrals AND/OR one or more referrals with suspension
Course Failures - Failed a Math or Language Arts class
Assessment Scores - Level 1 in Reading or Math FCAT

**Provide the following data related to the school's early warning system**

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

| Indicator | Grade Level | | | Total |
|---|---|---|---|---|
| | **6** | **7** | **8** | |
| Attendance below 90 percent | 52 | 31 | 52 | 135 |
| One or more suspensions | 41 | 51 | 76 | 168 |
| Course failure in ELA or Math | 48 | 36 | 65 | 149 |
| Level 1 on statewide assessment | 85 | 56 | 122 | 263 |

*The number of students identified by the system as exhibiting two or more early warning indicators:*

| Indicator | Grade Level | | | Total |
|---|---|---|---|---|
| | **6** | **7** | **8** | |
| Students exhibiting two or more indicators | 59 | 37 | 80 | 176 |

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Tier I:
Daily Instruction
Homework
Regular Home/School Communication
Tier 2:
Intensive Reading
Online Practice Materials/Drills
After School Tutoring
Behavior Coach Interventions
Support Teacher/Teacher Assistant Small Group Remediation
Tier 3:
Parent Conference
Small Group Remediation
DE Resources
Peer Tutoring

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**
No

*PIP Link*
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

*Description*

Bailey Middle School will focus our parental involvement and engagement on increasing parents' knowledge of school initiatives such as close reading, critical thinking skills, understanding Discovery Education and its reporting features, science experiments, and mathematical problem solving. We will also continue to encourage parents to use FOCUS and communicate the features of the program.

Students will have the opportunity to being designing our new Maker Space housed within the Innovation Center. Here they will have the chance to work on hands-on experiments that will be an extension of what they are learning in their classes. Each team of teachers will be submitting projects that will be spotlighted in the Maker Space for students to visit both before and during school.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Partnerships are established every year. Teachers are the sponsors for the school clubs. Many of the community partnerships are members of the school advisory board. They are apart of the monthly meetings.

The School Leadership Team at Bailey determines how a partnership could enhance the school and student experience. The team identifies unmet/underfunded needs of students and schools and identifies potential partners. Research local businesses or schools; look for a good fit. Bailey reaches out to parents and community members for ideas and connections.

The leadership team contacts and discusses the values, goals. and needs.

They develop an understanding of each partner's desired level of involvement and collaborate with partner to identify partnership activities. They align all activities with education goals of school/district. All activities are integrated into the school and business culture and provide opportunities for students, teachers, and business employees to interact with each other and the community. Training is provided for all involved parties when necessary. Partners are publicly and privately recognized each year through a luncheon provided by the school and the school district. Regular monitoring and evaluations are conducted to ensure success.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

**Membership:**

| Name | Title |
| --- | --- |
| Penrose, Janet | Principal |
| Sanders, Elizabeth (Regina) | Assistant Principal |
| James, Gary | Dean |
| Long, David (Rocky) | Teacher, K-12 |
| Butler, Cheryl | Teacher, K-12 |
| Moore, Michelle | Teacher, K-12 |
| Page, Teresita | Teacher, K-12 |
| Harris, Jamie | Teacher, K-12 |
| Marr, Crystal | Assistant Principal |
| Henderson, Charles | Teacher, Career/Technical |
| Forsman, Coleen | Other |

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The school-based leadership team members communicate the shared vision, ensure implementation of the behavior plans, and provide ongoing feedback and communication for all stakeholders. The team consists of administrators, behavior coach, ISS/ILR teacher, and teachers from various content areas.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS/RtI Team meets once a month or as often as needed to review screening data and determine instructional needs of individual students. The team also reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and at-risk students. Teachers monitor and track student progress either weekly or bi-weekly depending on the needs of the student. After reviewing progress monitoring data, the team identifies additional instructional resources, additional progress monitoring tools, if needed, and develops a plan of action. The team works with district employees, such as the School Social Workers, School Psychologists, and the Exceptional Student Education departments, to identify and implement individualized programs to meet academic, social, and psychological needs of the individual students. Title I funding will be utilized to ensure parental involvement and engagement. Departments will host monthly meetings and activities centered around specific content needs to engage and promote parental involvement. Title I funds have also been allocated for teacher professional learning opportunities.
Title II funding will be used to specifically train teachers in school and district initiatives. Funding will be used to pay for substitutes to attend training in the area of content needs as well as student engagement.
Title III funding is allocated for an Itinerant ESOL teacher as well as resources needed for ELL students.
Bailey Middle School incorporates a non-violence and anti-drug program for students. We host counseling and classroom discussions centered around these issues. Red Ribbon Week is held in October with school-wide activities and guest speakers. The Behavior Management Team trains teachers and students on issues such as bullying, harassment, and reporting behavioral incidents.
Bailey Middle is a Positive Behavior School (PBS). The team plans incentives and activities for students to earn from behaving responsibly and positively.
Bailey Middle School is a Healthier Generation Alliance School; therefore, we offer nutritional choices which includes salads, ala carte items, and self-serve options.
Career and Technical Education programs include Business Keyboarding, Computer Applications for Business I and II, Personal Development, and Exploration of Production Technology.

## School Advisory Council (SAC)

**Membership:**

| Name | Stakeholder Group |
|---|---|
| Janet Penrose | Principal |
| Lisa Torres | Parent |
| Richard Whatley | Parent |
| Stephanie Kozain | Parent |
| Amy Whitwell | Parent |
| Tracy Campbell | Parent |
| Mark Easton | Parent |
| Ashley Westry | Parent |
| Sharon Page | Business/Community |

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Last year's SIP goals were to improve student engagement implement and analyze DE data to drive student achievement. We made learning gains in Reading and Math, and our lowest quartile made a gain of 16 points in Reading and 4 points in Math. Our Writing proficiency went up 14 percentage points to 56% proficient. The only area we did not make gains was in Science, where we went down 6 percentage points. Overall, the SAC committee would like to see an improvement in Science proficiency.

*Development of this school improvement plan*

The SAC Committee took part in the discussion and implementation of the School-Parent Compact Letter. The SAC also participated in a discussion relating to the Title 1 Parental Involvement Plan. The School Improvement Goals and Budget were shared with the SAC.

*Preparation of the school's annual budget and plan*

Administration explained the projected use of school funds. The SAC committee offered suggestions, based on student achievement and funds allocated on professional development from the previous year. Parents expressed concerns over the need for additional technology for student use.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The SAC funds will be used to support;
Parental involvement activities such as "Be Your Student for an Evening."
Student Agendas

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***
Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

| Name | Title |
|------|-------|
| Penrose, Janet | Principal |
| Harris, Jamie | Teacher, K-12 |
| Butler, Cheryl | Teacher, K-12 |
| Moore, Michelle | Teacher, K-12 |
| James, Gary | Dean |
| Burnett, Tracey | Teacher, K-12 |
| Kidder, Cindy | Teacher, K-12 |
| Carbone, Colleen | Teacher, K-12 |
| Laliberte, Sally | Teacher, K-12 |
| Ashmore, Suzanne | Teacher, K-12 |
| Lockman, Annie | Teacher, K-12 |
| Unruh, Erin | Teacher, K-12 |
| Mutter, Ellen | Teacher, K-12 |
| Reavis, Denise | Teacher, K-12 |
| Gaines, Ayhana | Guidance Counselor |

### Duties

### *Describe how the LLT promotes literacy within the school*

The major initiatives of the Literacy Leadership Team this year is to ensure that students make learning gains in reading and also increase the level of proficient readers in the school. Close reading along with critical thinking skills implementation is another school-wide focus. We will also review Discovery Education data to determine reading needs across content areas.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Bailey engages the full faculty in activities and discussions related to the school's mission, vision, and core values. This past summer 40 faculty members participated in the Whole Brain Teaching workshop that was offered at our school. They learned wonderful strategies that allow for students to access both sides of their brain while learning new material as well as behavior management strategies that keep the students engaged throughout the lesson.

The Danielson teacher leaders train the faculty in strategies that will lead more student engagement in the classroom. The administrators have also devised a plan for classroom walk-throughs that will ensure that we are able to visit every teacher's classroom at least once each nine weeks. We will document our visit, leave feedback for the teacher and be able to use our data to design professional development that will meet the needs of our teachers.

We are working on a flipped faculty meeting model that will allow for the housekeeping items to be dealt with via email and allow for the time we have in front of our teachers to be meaningful professional development. This year our focus is to teach our faculty how to incorporate Google classroom into their lessons.

The PBS program allows for teachers to participate by keeping Bailey Bucks in the hands of the students by doing that teachers then, received Bailey "faculty bucks" which rewards their behaviors as well.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

To retain highly qualified teachers we will have regular meetings for new teachers with administrators. New teachers will also be assigned to veteran teachers for guidance and help. The district also supports new teachers by having the START program which consists of every new teacher assigned to a Consulting Teacher.
We will also access Winocular to seek qualified candidates for interviews, hire in-field teachers to teach core subjects, and work with the school district to assign consulting teachers for first year teachers. We will also assign veteran teachers to experienced teachers as a buddy. The principal/assistant principals will share the responsibility. Also, veteran teachers/experienced teachers will be paired with new teachers at the work site to create a buddy system. The Danielson Framework, PD360, and E3 training/ refresher will be conducted by the administration. Discovery Education assessments and data analysis will be continued by all teachers during the 2014-2015 school year.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The district has established the START mentoring program which the school work in conjunction. The mentor and the first year teacher meet monthly in a professional learning community to discuss evidence-based strategies and assist with school procedures as well as district expectations. The mentor will conduct classroom walkthroughs. Each Mentor pairs with the new teacher to meet weekly to discuss issues as they arise. Mentors log hours in the truenorthlogic system to document meeting dates and times.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

*Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards*

Each teacher is given a pacing guide to follow for each core subject. The pacing guide is a step-by-step lesson plan. The district's appointees visit with the schools in each department to assist with questions and concerns. Workshops and training are provided throughout the year. Teachers who attend the training are required to share the information with the other staff members.

#### Instructional Strategies

*Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments*

We use the following data sources to monitor and analyze student data: FOCUS-attendance, behavioral, and academic data; PMPs-progress monitoring plans, PEER-IEP data; Discovery Education-reading, mathematics, and science benchmark data; FCAT Star-standarized student data. FOCUS are used for attendance, referrals and demographics. PMPs, PEER & FCAT Star help to provide testing scores and academic levels of students. IEPs provide strategies and implementations for teachers to help the teachers generate an academic plan for certain students.
Students are placed in advanced, regular, or remedial classes at the beginning of the school year based on test performance from the previous year. Teachers are able to create probes that will test students on their knowledge as concepts are being taught. This will allow teachers to check for understanding and reteach when necessary.

*Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:*

**Strategy:** Extended School Day

**Minutes added to school year:** 90

On Friday mornings before school, we will have mathematics tutoring for all students struggling in math. On Tuesdays and Thursdays after school, we will have tutoring for students struggling in core areas.

### Strategy Rationale

The intention of the Extended School Day is to provide extra academic help in the core subjects to the low performing students.

### Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

### Person(s) responsible for monitoring implementation of the strategy
Penrose, Janet, jpenrose@escambia.k12.fl.us

### Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We will review benchmark data, Discovery Education data, report card grades, and other formative assessments to determine effectiveness.

## Student Transition and Readiness

### PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Orientation for incoming 6th graders and all new students is held on the Thursday morning or pre-school each year. Open House is held before the end of September. Parents and students follow student's schedule to meet teachers and develop an understanding of the courses. A speaker provided by the district speaks to 8th grade students about academies during the day.

### College and Career Readiness

### Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students are afforded the opportunity to meet with counselors to explore course offerings and scheduling. Students' grades, interests, and prior performances are also discussed when making scheduling decisions. These conferences are held with students before, during, and after the academic school year.

### Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Career and technical programs are offered for regular, disadvantaged, and handicapped students in grades 7-12. These programs include computer keyboarding, business applications, personal

development, and technology education. Performing arts courses are also offered such as band, chorus, and strings so that students may explore fine arts offerings.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Students are encouraged to enroll in Business Keyboarding as six graders, Computer Applications for Business I and II as seventh graders, and Personal Development, and ITT MOS (Microsoft Office Suite).

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes***

n/a

# Needs Assessment

## Problem Identification

### Data to Support Problem Identification

**Portfolio Selection**
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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### Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

# School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal          **B =**          **S** = Strategy
                      Barrier

1 = Problem Solving Step          🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**    Teachers will increase student engagement in classrooms.

**G2.**    We will reduce the number of students receiving referrals for the same offense.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Teachers will increase student engagement in classrooms. `1a`

### Targets Supported `1b`

🔍 G067878

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | 73.0 |
| Discipline incidents | -15.0 |

### Resources Available to Support the Goal `2`

- Professional Learning Department Teacher-Leader Training Materials

- District Subject Area Specialist

- District Instructional Coaches will be coming out once a week to help teachers focus on new strategies for engaging their students within the lesson.

### Targeted Barriers to Achieving the Goal `3`

- Teachers may struggle with this initiative due to lack of classroom management.

- Teachers who are uncomfortable with transitioning to new teaching strategies to promote student engagement due to their personal teaching styles (traditional instruction).

### Plan to Monitor Progress Toward G1. `8`

Administrators will review data from surveys to ensure the professional development being given to faculty is meeting their needs.

**Person Responsible**

Janet Penrose

**Schedule**

Quarterly, from 10/20/2014 to 5/29/2015

***Evidence of Completion***

Student performance data and classroom walkthroughs

**G2.** We will reduce the number of students receiving referrals for the same offense. `1a`

`🔍 G067879`

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| AMO Math - All Students | 72.0 |
| One or More Suspensions | -50.0 |

## Resources Available to Support the Goal `2`

- The use of the RTiB program will allow teachers to track their students' behaviors, look for trends and be able to make changes to the daily routine to decrease the number of minor infractions.

- The PBS plan has been modified to make sure students are receiving "Bailey Bucks" for the appropriate behaviors and understanding why they are receiving the bucks.

## Targeted Barriers to Achieving the Goal `3`

- Teachers are not familiar with the RTiB program for entering minor infractions rather than using the iCard that was started last year.

- Time to review data and determine the needs of the school.

## Plan to Monitor Progress Toward G2. `8`

We will work on digging into the data that the RTiB program shows for each 9 weeks to determine the areas that need help and devise a plan of action to meet the needs of our school.

### Person Responsible
Janet Penrose

### Schedule
Quarterly, from 10/1/2014 to 5/29/2015

### *Evidence of Completion*
Student achievement data & professional learning calendars & agendas

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

**Problem Solving Key**

**G** = Goal  **B** = Barrier  **S** = Strategy

1 = Problem Solving Step  🔑 S123456 = Quick Key

**G1.** Teachers will increase student engagement in classrooms. 1

🔑 G067878

**G1.B3** Teachers who are uncomfortable with transitioning to new teaching strategies to promote student engagement due to their personal teaching styles (traditional instruction). 2

🔑 B175871

**G1.B3.S1** The faculty will have a refresher in student engagement strategies that will lead to more student engagement in the classroom. Also, teachers will be encouraged to visit classrooms of other teachers that exhibit strong student engagement. 4

🔑 S187151

### Strategy Rationale

Providing a refresher, delivered by a faculty member, will remind teachers of the strategies from the previous year and will encourage peer support and learning among the faculty.

**Action Step 1** 5

Teacher Leaders will design and deliver PD during faculty/ plan days on student engagement strategies.

### Person Responsible

Elizabeth (Regina) Sanders

### Schedule

On 10/13/2014

### *Evidence of Completion*

PD agenda

## Plan to Monitor Fidelity of Implementation of G1.B3.S1　6

Teachers will receive feed back on classroom instruction as it relates to student engagement. Administrators will conduct walk-throughs with follow-up feedback on student engagement activities.

### Person Responsible

Janet Penrose

### Schedule

Quarterly, from 10/20/2014 to 5/29/2015

### *Evidence of Completion*

E3 and observation notes

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1　7

Administrators will provide feedback on effective student engagement techniques.

### Person Responsible

Janet Penrose

### Schedule

Quarterly, from 10/20/2014 to 5/29/2015

### *Evidence of Completion*

E3/observation notes

**G2.** We will reduce the number of students receiving referrals for the same offense. 1

G067879

**G2.B1** Teachers are not familiar with the RTiB program for entering minor infractions rather than using the iCard that was started last year. 2

B175874

**G2.B1.S1** Teachers will be trained on the RTiB computer program. They will learn how to input minor infractions, search for a student and see the infractions that have been entered, track the status and be able to look for trends. 4

S187153

### Strategy Rationale

When teachers are able to look at the data and be able to determine why it is occurring, they will be able to look for solutions and strategies that will hopefully prevent the actions from occurring again.

**Action Step 1** 5

Training for teachers/staff

#### Person Responsible

Charles Henderson

#### Schedule

On 8/28/2015

#### *Evidence of Completion*

Teachers will take a short quiz to determine their understanding of the system and then they will be given their username and password to begin.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

The administrators will be monitoring the data input to determine if the program is being used successfully.

#### Person Responsible

Janet Penrose

#### Schedule

Quarterly, from 9/1/2015 to 5/27/2016

#### *Evidence of Completion*

Reports from the RTiB program will be made available to discuss data of minor infractions, location and time of occurrences and need for changes as the year goes.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** `7`

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

**G2.B3** Time to review data and determine the needs of the school. `2`

🔑 B175876

**G2.B3.S1** At the end of each nine week period, we will print out the data and meet with the teams to discuss trends, problem areas,and the need for further PD on classroom management/student engagement. `4`

🔑 S187154

> **Strategy Rationale**

**Action Step 1** `5`

Administration will disseminate data to the teams during their team planning time.

> **Person Responsible**
>
> Janet Penrose
>
> **Schedule**
>
> Quarterly, from 10/16/2015 to 5/27/2016
>
> *Evidence of Completion*

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** `6`

We will study the data from the RTiB program to decided the future needs of the school.

### Person Responsible

Janet Penrose

### Schedule

Quarterly, from 10/16/2015 to 5/27/2016

### *Evidence of Completion*

The RTiB program will allow us to dig into the data from several data points to determine time of day, location, teacher, type of behavior, etc that will allow us to see when certain students tend to act up in class or in the hallway. We will then be able to work on strategies that can help the situation diminish or disappear completely.

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B3.S1.A1 | Teacher Leaders will design and deliver PD during faculty/ plan days on student engagement strategies. | Sanders, Elizabeth (Regina) | 10/13/2014 | PD agenda | 10/13/2014 one-time |
| G2.B1.S1.A1 | Training for teachers/staff | Henderson, Charles | 8/28/2015 | Teachers will take a short quiz to determine their understanding of the system and then they will be given their username and password to begin. | 8/28/2015 one-time |
| G2.B3.S1.A1 | Administration will disseminate data to the teams during their team planning time. | Penrose, Janet | 10/16/2015 | | 5/27/2016 quarterly |
| G1.MA1 | Administrators will review data from surveys to ensure the professional development being given to faculty is meeting their needs. | Penrose, Janet | 10/20/2014 | Student performance data and classroom walkthroughs | 5/29/2015 quarterly |
| G1.B3.S1.MA1 | Administrators will provide feedback on effective student engagement techniques. | Penrose, Janet | 10/20/2014 | E3/observation notes | 5/29/2015 quarterly |
| G1.B3.S1.MA1 | Teachers will receive feed back on classroom instruction as it relates to student engagement. Administrators will conduct walk-throughs with follow-up feedback on student engagement activities. | Penrose, Janet | 10/20/2014 | E3 and observation notes | 5/29/2015 quarterly |
| G2.MA1 | We will work on digging into the data that the RTiB program shows for each 9 weeks to determine the areas that need help and devise a plan of action to meet the needs of our school. | Penrose, Janet | 10/1/2014 | Student achievement data & professional learning calendars & agendas | 5/29/2015 quarterly |
| G2.B1.S1.MA1 | [no content entered] | | | one-time | |
| G2.B1.S1.MA1 | The administrators will be monitoring the data input to determine if the program is being used successfully. | Penrose, Janet | 9/1/2015 | Reports from the RTiB program will be made available to discuss data of minor infractions, location and time of | 5/27/2016 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | | | | occurrences and need for changes as the year goes. | |
| G2.B3.S1.MA1 | We will study the data from the RTiB program to decided the future needs of the school. | Penrose, Janet | 10/16/2015 | The RTiB program will allow us to dig into the data from several data points to determine time of day, location, teacher, type of behavior, etc that will allow us to see when certain students tend to act up in class or in the hallway. We will then be able to work on strategies that can help the situation diminish or disappear completely. | 5/27/2016 quarterly |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Teachers will increase student engagement in classrooms.

**G1.B3** Teachers who are uncomfortable with transitioning to new teaching strategies to promote student engagement due to their personal teaching styles (traditional instruction).

**G1.B3.S1** The faculty will have a refresher in student engagement strategies that will lead to more student engagement in the classroom. Also, teachers will be encouraged to visit classrooms of other teachers that exhibit strong student engagement.

### PD Opportunity 1

Teacher Leaders will design and deliver PD during faculty/ plan days on student engagement strategies.

#### Facilitator

Janet Penrose, Regina Sanders, and Crystal Marr

#### Participants

Teacher leaders, faculty members, administration

#### Schedule

On 10/13/2014

**G2.** We will reduce the number of students receiving referrals for the same offense.

**G2.B1** Teachers are not familiar with the RTiB program for entering minor infractions rather than using the iCard that was started last year.

**G2.B1.S1** Teachers will be trained on the RTiB computer program. They will learn how to input minor infractions, search for a student and see the infractions that have been entered, track the status and be able to look for trends.

### PD Opportunity 1

Training for teachers/staff

#### Facilitator

Charles Henderson

#### Participants

The entire faculty and several staff members.

#### Schedule

On 8/28/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** We will reduce the number of students receiving referrals for the same offense.

**G2.B3** Time to review data and determine the needs of the school.

**G2.B3.S1** At the end of each nine week period, we will print out the data and meet with the teams to discuss trends, problem areas,and the need for further PD on classroom management/student engagement.

### PD Opportunity 1

Administration will disseminate data to the teams during their team planning time.

#### Facilitator

Janet Penrose, Regina Sanders, Crystal Marr, Gary James, Rocky Long, and Coleen Forsman

#### Participants

all classroom teachers

#### Schedule

Quarterly, from 10/16/2015 to 5/27/2016

## Budget

### Budget Data

| | | | |
|---|---|---|---|
| 1 | G1.B3.S1.A1 | Teacher Leaders will design and deliver PD during faculty/ plan days on student engagement strategies. | $0.00 |
| 2 | G2.B1.S1.A1 | Training for teachers/staff | $0.00 |
| 3 | G2.B3.S1.A1 | Administration will disseminate data to the teams during their team planning time. | $0.00 |
| | | Total: | $0.00 |