

Escambia County School District

# Jim C. Bailey Middle School



2017-18 Schoolwide Improvement Plan

## Jim C. Bailey Middle School

4110 BAUER RD, Pensacola, FL 32506

www.escambiaschools.org

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	75%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>24</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>25</b>
Professional Development Opportunities	25
Technical Assistance Items	26
<b>Appendix 3: Budget to Support Goals</b>	<b>26</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Jim C. Bailey Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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 of our students:

FOCUS provides such information as demographics, attendance, free or reduce lunch status, academic data, discipline referrals, and student exceptionalities. Cumulative folders are also reviewed often

We have also implemented an advisory period that meets weekly for 90 minutes. During this time, teachers and students participate in team-building and character building activities including time for a club where students participate in an activity that they have expressed interest in.

Teachers serving as support facilitators are provided common planning time with the general education teacher in order to collaborate and ensure all students' needs are met in the general education classroom. These teachers serve as part of a general education curriculum team.

A member of our staff meets with the workforce department and local partners monthly.

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

Bailey Middle School has revised our safety procedures, implementing school-wide plans for inclement weather, active shooter, campus intruder, fire, and chemical spills. We hold monthly drills for these scenarios.

All teachers have a red/green covering for their windows to display during emergency situations to signal either "all clear" or "help needed."

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.

During preschool, our entire staff participated in Capturing Kids' Hearts training.

**c. 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 fourth year of implementation with the PBS (Positive Behavior Support) model as the school-wide behavioral plan. 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.

Teachers will continue to use the RtIB database for documentation of minor infractions, using individualized strategies to redirect student behavior. A refresher training as well as training for our new teachers will be provided by our PBS/Rtl coach. All major infractions will be documented using FOCUS and consequences will follow the district matrix as required.

The school utilizes a token economy system through the PBS program.

**d. 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 arises.

There is one behavior coach who also provides assistance to the general education and ESE students. Her duties, along with the counselors, include observing students who may need behavioral strategies or interventions to help improve their academic performance as well as working with teachers to develop individualized behavior plans when necessary.

The school also has a coach over the PBS and Rtl programs.

Bailey has been given the opportunity of having a military counselor housed at the school for 4 years. Military students can receive additional assistants through this program.

With the implementation of our modified block, our advisory lessons have monthly focuses including respect, empathy, and community. The administration provides teachers with a bank of lessons each month that promote social-emotional learning in every classroom.

The school works with Lakeview to provide a counselor for our students.

The school works with Lutheran Services to provide counseling for students with transition needs and anger management issues. We also offer a weekend backpack service for students to provide families with food over weekends.

The school works with SEDNET counselor to provide weekly counseling sessions for students in the ILR program.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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 FSA

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

**1. 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
Attendance below 90 percent	0	0	0	0	0	0	60	53	43	0	0	0	0	156
One or more suspensions	0	0	0	0	0	0	32	36	86	0	0	0	0	154
Course failure in ELA or Math	0	0	0	0	0	0	78	105	123	0	0	0	0	306
Level 1 on statewide assessment	0	0	0	0	0	0	85	56	122	0	0	0	0	263

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	90	117	125	0	0	0	0	332

**c. 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

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

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

Bailey Middle School will focus our parental involvement and engagement on increasing parents' knowledge of school initiatives including STEM education, maker spaces and literacy across the content areas.

**2. 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.**

The School Leadership Team at Bailey determines how each partnership could enhance the school and student experience. The team identifies unmet/underfunded needs of students and identifies potential partners. Bailey reaches out to parents and community members for ideas and connections. The leadership team also 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 the 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.

## C. Effective Leadership

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Penrose, Janet	Principal
Sanders, Elizabeth (Regina)	Assistant Principal
Long, David (Rocky)	Teacher, K-12
Moore, Michelle	Teacher, K-12
Marr, Crystal	Assistant Principal
Forsman, Coleen	Other
Britt, Julia	Teacher, K-12
Burnett, Tracey	Teacher, K-12
Gaines, Ayhana	School Counselor
Kidder, Cindy	Teacher, K-12
Mutter, Ellen	Teacher, K-12

## b. Duties

### **1. 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.

### **2. 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/Rtl 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 I funding will also be utilized to purchase a unit for the PBS/Rtl coach.

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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Janet Penrose	Principal
Lisa Torres	Parent
Richard Whatley	Parent
Stephanie Kozain	Parent
Tracy Campbell	Parent

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

Last year's SIP goals were to improve student engagement. Overall, the SAC committee would like to see an improvement in Science and ELA proficiency.

##### b. 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.

##### c. 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.

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

The funds, totaling \$6,782.00, will be used to support parental involvement activities including Cyber Safety and Awareness Family Night and STEAM Night.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Penrose, Janet	Principal
Harris, Jamie	Teacher, K-12
Carbone, Colleen	Teacher, K-12
Marr, Crystal	Assistant Principal
White, Bobby	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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 Read 180 and FSA data to determine reading needs across content areas.

Our literacy leadership team will host a family night focused on literacy in the content areas.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. 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 several faculty members participated in a Kagan workshop. They learned wonderful strategies that allow for students to collaborate with one another while still maintaining individual accountability, as well as behavior management strategies that keep the students engaged throughout the lesson.

The administrators will continue implementation of 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.

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.

Subject area teachers are provided with a common planning time to encourage collaboration.

## **2. 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 continue to 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.

The Danielson Framework, and E3 training/refresher will be conducted by the administration.

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

The district has established the START mentoring program and collaborates with our school to provide mentoring and evaluation for novice teacheres. 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 observations at least seven times throughout the year. Each mentor pairs with the new teacher to meet weekly to discuss issues as they arise.

School-based mentors are also assigned based on subject and a common planning time. Mentors and mentees are provided a list of monthly expectations and a guideline for developing the relationship so that all new teachers' needs are met.

# **E. Ambitious Instruction and Learning**

## **1. Instructional Programs and Strategies**

### **a. Instructional Programs**

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

Each teacher is provided a curricular framework for their discipline. This framework contains all standards or benchmarks that the teacher is responsible for throughout the year. The framework also breaks down the expected timeline to ensure that our transient students can move throughout the district without an interruption in their learning.

The school requires that all teachers adhere to these curricular frameworks and provides common planning time for departments to work together to develop lesson plans that are engaging and contain strategies aligned with best practices.

Teachers of students with disabilities plan regularly with the general education teachers.

### **b. Instructional Strategies**

**1. 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, Rtl, as well as PEER/IEP data

Students are placed in advanced, regular, or remedial classes at the beginning of the school year based on FSA performance from the previous year. Teachers are encouraged by the administration and the school district via the Vision 2020 initiative, to individualize instruction for each student. Teacher accomplish this through various instructional strategies in their individual classrooms.

Teachers will complete a needs assessment and continue to be provided with training on websites and apps as well as Google features that will assist them in supplementing and accommodating learning needs in the classroom.

**2. 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:** Before School Program

**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@ecsdfl.us

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. 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 prior to the beginning of the school year. During this time students are encouraged to explore the building, meet their new teachers or any other school personnel including the ESE department and clinic.

The administrative team communicates with families through our call-out system before the start of school and throughout the year to remind them of upcoming events as well as school and district policies. We also communicate with families via our website and our school app so that incoming sixth graders have additional avenues to help them keep up with their course work.

The school supply list was updated and placed on the website for students and parents to view.

The sixth grade schedules were made available through FOCUS prior to the beginning of school.

We conducted IEP and EP meetings for our incoming sixth graders and assisted with choosing courses and creating a plan to ensure the students are successful at the middle school level.

At the end of students' eighth grade year, we work with the high schools to schedule a registration day so that all outgoing students can meet their high school counselors and register for the appropriate courses.

## **b. College and Career Readiness**

### ***1. 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 performance are also discussed when making scheduling decisions. These conferences are held with students before, during, and after the academic school year.

We offer several courses to ready students for college and careers.

The school works with the workforce department to provide all eighth grade students access to the aptitude tests available through the state.

Students have access to Florida Shine and similar aptitude programs.

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

Bailey Middle School has an I.T. academy for students in grades 6-8.

### ***3. 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 sixth graders, Computer Applications for Business I and II as seventh graders, and Personal Development, and DIT MOS (Microsoft Office Suite) as eighth graders. We also offer Photoshop and two Career Exploration courses as electives.

**4. 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

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals



## 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** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will utilize rigorous and relevant curriculum and instruction that promote continuous improvement of academic achievement.
  
- G2.** We will focus on building positive teacher/student relationships.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Teachers will utilize rigorous and relevant curriculum and instruction that promote continuous improvement of academic achievement. 1a

G098991

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	-150.0
FSA ELA Achievement	40.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers who are uncomfortable with transitioning to new teaching strategies to promote student engagement due to their personal teaching styles (traditional instruction).
- Teachers may not fully understand the depth of standards being taught.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Keep Educating Yourself PLC Groups
- District Subject Area Specialists
- CPALMS
- Data Notebook
- Instructional Strategy Calendar

**Plan to Monitor Progress Toward G1.** 8

Collaborative meetings with subject area teachers.

**Person Responsible**

Janet Penrose

**Schedule**

Monthly, from 8/10/2017 to 5/18/2018

**Evidence of Completion**

Student performance data and classroom walkthroughs, data notebooks

**G2. We will focus on building positive teacher/student relationships. 1a**

G098992

**Targets Supported 1b**

Indicator	Annual Target
One or More Suspensions	-50.0

**Targeted Barriers to Achieving the Goal 3**

- Understanding the daily struggles and challenges of our students.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Assigned mentor teachers/staff for at risk students.
- Ripple Effects program will be used as needed to redirect undesirable behavior.
- The school will use our PBS/Rtl Coach to evaluate data and ensure the programs are used with fidelity.
- Social/Emotional Training with MCEC
- Capturing Kids Hearts Training

**Plan to Monitor Progress Toward G2. 8**

We will compare academic data with the Rtl:B data to look for improvements or changes in specific students and/or groups of students.

**Person Responsible**

Julia Britt

**Schedule**

Quarterly, from 8/14/2017 to 5/18/2018

**Evidence of Completion**

Student achievement data & professional learning calendars & agendas

**Plan to Monitor Progress Toward G2. 8**

Mentor teachers/staff will monitor the progress for their students.

**Person Responsible**

Julia Britt

**Schedule**

Monthly, from 8/14/2017 to 5/18/2018

**Evidence of Completion**

Reduction of referrals, increase in grades and attendance based on the individual needs of students.

## 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 utilize rigorous and relevant curriculum and instruction that promote continuous improvement of academic achievement. **1**

 G098991

**G1.B1** Teachers who are uncomfortable with transitioning to new teaching strategies to promote student engagement due to their personal teaching styles (traditional instruction). **2**

 B266537

**G1.B1.S1** Teachers will be provided with voice and choice in their PLC group and work through a process of four monthly meetings to step outside of their comfort zone and try something new. **4**

 S282426

### Strategy Rationale

Providing teacher choice will allow those who are hesitant to take steps they are comfortable with while still requiring action and documentation of the strategy used.

### Action Step 1 **5**

Teachers will work in collaborative groups monthly during the first semester to incorporate one or more new best-practice engagement strategies into their lessons.

#### Person Responsible

Crystal Marr

#### Schedule

Monthly, from 8/10/2017 to 5/18/2018

#### Evidence of Completion

Google Reflection Form

**Plan to Monitor Fidelity of Implementation of G1.B1.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**

Elizabeth (Regina) Sanders

**Schedule**

Quarterly, from 8/10/2017 to 5/18/2018

***Evidence of Completion***

Classroom Walkthrough data, E3 and observation notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Administrators will provide feedback on effective student engagement techniques. teachers will also provide feedback on the process.

**Person Responsible**

Janet Penrose

**Schedule**

Quarterly, from 8/10/2017 to 5/18/2018

***Evidence of Completion***

E3/observation notes

**G2. We will focus on building positive teacher/student relationships. 1**

G098992

**G2.B2 Understanding the daily struggles and challenges of our students. 2**

B266542

**G2.B2.S1** At the end of each month, our PBS/RtI Coach will prepare data and meet with the teams to discuss trends, problem areas, and the need for further PD on classroom management/student engagement. 4

S282429

**Strategy Rationale**

Consistent use of the data will aid the teachers in their disciplinary actions and allow them to see trends and act appropriately before major

**Action Step 1 5**

Administration will meet quarterly with the PBS Coach to ensure teacher needs are being met and to revise the plan as needed.

**Person Responsible**

Janet Penrose

**Schedule**

Quarterly, from 8/10/2017 to 5/23/2018

**Evidence of Completion**

Evidence will be meeting minutes.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Through the dissection of data, we will continue to monitor the fidelity of implementation of the minor incident documentation process.

**Person Responsible**

Janet Penrose

**Schedule**

Quarterly, from 8/10/2017 to 5/31/2018

**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.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

The PBS/Rtl Coach will track the data from the Rtlb system monthly.

**Person Responsible**

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Rtl:B Graphs and/or reports will be used as evidence.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M413811	Collaborative meetings with subject area teachers.	Penrose, Janet	8/10/2017	Student performance data and classroom walkthroughs, data notebooks	5/18/2018 monthly
G2.MA1 M413814	We will compare academic data with the Rtl:B data to look for improvements or changes in specific...	Britt, Julia	8/14/2017	Student achievement data & professional learning calendars & agendas	5/18/2018 quarterly
G2.MA2 M413815	Mentor teachers/staff will monitor the progress for their students.	Britt, Julia	8/14/2017	Reduction of referrals, increase in grades and attendance based on the individual needs of students.	5/18/2018 monthly
G1.B1.S1.MA1 M413809	Administrators will provide feedback on effective student engagement techniques. teachers will...	Penrose, Janet	8/10/2017	E3/observation notes	5/18/2018 quarterly
G1.B1.S1.MA1 M413810	Teachers will receive feed back on classroom instruction as it relates to student engagement....	Sanders, Elizabeth (Regina)	8/10/2017	Classroom Walkthrough data, E3 and observation notes	5/18/2018 quarterly
G1.B1.S1.A1 A381122	Teachers will work in collaborative groups monthly during the first semester to incorporate one or...	Marr, Crystal	8/10/2017	Google Reflection Form	5/18/2018 monthly
G2.B2.S1.A1 A381123	Administration will meet quarterly with the PBS Coach to ensure teacher needs are being met and to...	Penrose, Janet	8/10/2017	Evidence will be meeting minutes.	5/23/2018 quarterly
G2.B2.S1.MA1 M413812	The PBS/Rtl Coach will track the data from the Rtlb system monthly.		8/10/2017	Rtl:B Graphs and/or reports will be used as evidence.	5/31/2018 monthly
G2.B2.S1.MA1 M413813	Through the dissection of data, we will continue to monitor the fidelity of implementation of the...	Penrose, Janet	8/10/2017	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.	5/31/2018 quarterly



## V. Professional Development Opportunities

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

**G1.** Teachers will utilize rigorous and relevant curriculum and instruction that promote continuous improvement of academic achievement.

**G1.B1** Teachers who are uncomfortable with transitioning to new teaching strategies to promote student engagement due to their personal teaching styles (traditional instruction).

**G1.B1.S1** Teachers will be provided with voice and choice in their PLC group and work through a process of four monthly meetings to step outside of their comfort zone and try something new.

### **PD Opportunity 1**

Teachers will work in collaborative groups monthly during the first semester to incorporate one or more new best-practice engagement strategies into their lessons.

#### **Facilitator**

Janet Penrose, Regina Sanders, and Crystal Marr

#### **Participants**

Teacher leaders, faculty members, administration

#### **Schedule**

Monthly, from 8/10/2017 to 5/18/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Teachers will work in collaborative groups monthly during the first semester to incorporate one or more new best-practice engagement strategies into their lessons.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1221 - Jim C. Bailey Middle School			\$0.00
<b>2</b>	<b>G2.B2.S1.A1</b>	<b>Administration will meet quarterly with the PBS Coach to ensure teacher needs are being met and to revise the plan as needed.</b>				<b>\$0.00</b>
<b>Total:</b>					<b>\$0.00</b>	