



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jim C. Bailey Middle School

4110 BAUER RD

Pensacola, FL 32506

850-492-6136

www.escambia.k12.fl.us

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
62%

Alternative/ESE Center
No

Charter School
No

Minority Rate
46%

School Grades History

2013-14
C

2012-13
C

2011-12
B

2010-11
A

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jim C. Bailey Middle School

Principal

Dr. Judy Pippen

School Advisory Council chair

Mrs. Amy Whitwell

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Rob Lynch	Teacher
Matt Hicks	Teacher
Ayhanna Gaines	Guidance Counselor
Tracey Burnett	Teacher
Dawn Fulton	Teacher
Carrie McGugin	Teacher
Cindy Kidder	Teacher
Marietta McCaskill	Teacher
Jamie Harris	Teacher
Elisabeth Byrd	Teacher
Michelle Moore	Teacher
Laura Coats	Teacher
Lauren DeWise	Teacher
Annie Lockman	Teacher
Juanda White	Behavior Coach
Derrick Thomas	Assistant Principal
Dr. Judy Pippen	Principal

District-Level Information

District

Escambia

Superintendent

Mr. Malcolm Thomas

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC consist of the administration which includes the principal, teacher representative, educational support employee, parents, and community and business leaders.

Involvement of the SAC in the development of the SIP

The SAC will meet to discuss the needs of the school as well as budget allocations. The committee will discuss student data and other assessment data to determine students' needs.

Activities of the SAC for the upcoming school year

The SAC will meet to nominate officers for the 2013-2014 school year, discuss school grade information, and review the school improvement plan draft. The committee will also attend the Superintendent's District SAC meeting, parental involvement activities, and review and approve the 2013-2014 budgets.

Projected use of school improvement funds, including the amount allocated to each project

The SAC funds will be used to support parental involvement activities and travel expenses.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Judy Pippen

Principal

Years as Administrator: 20

Years at Current School: 20

Credentials

BS-Health & Physical Education with a minor in Mathematics
 MS-Principalship and Administration
 Doctorate in Education-Secondary Curriculum
 Mathematics Certification
 Educational Leadership Certification

Performance Record

2012-2013 School Grade C
 2011-2012 School Grade B
 2010-2011 School Grade A
 2009-2010 School Grade A
 2008-2009 School Grade A
 2007-2008 School Grade A
 2006-2007 School Grade A

Derrick Thomas

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

BS- Elementary Education
 MS-Educational Leadership
 Elementary Education Certification
 Educational Leadership Certification

Performance Record

2012-2013-D
 2011-2012-B
 2010-2011-A

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Dr. Roberta Wetzel

Part-time / School-based

Years as Coach: 4

Years at Current School: 10

Areas

Reading/Literacy

Credentials

Bachelor of Arts, Masters of Education, Educational Specialist,
 Doctor of Philosophy
 Reading, ESE (K-12), Educational Leadership, Media Specialist
 (K-12)

Performance Record

2006-2007- A
 2007-2008-A
 2008-2009-A
 2009-2010-A
 2010-2011-A
 2011-2012-B
 2012-2013-C

Classroom Teachers**# of classroom teachers**

86

receiving effective rating or higher

100, 116%

Highly Qualified Teachers

116%

certified in-field

100, 116%

ESOL endorsed

9, 10%

reading endorsed

20, 23%

with advanced degrees

24, 28%

National Board Certified

3, 3%

first-year teachers

4, 5%

with 1-5 years of experience

18, 21%

with 6-14 years of experience

33, 38%

with 15 or more years of experience

25, 29%

Education Paraprofessionals**# of paraprofessionals**

12

Highly Qualified

100, 833%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

9

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

To retain highly qualified teachers we will have regular meetings for new teachers with administrators. New teachers will also be assign 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 principal will share the responsibility.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The district has an established mentor program which the school work in conjunction. Each teacher new to the school will be assigned a school-based mentor to assist with school procedures as well as district expectations. Mentor pairs meet weekly to discuss issues as they arise. Mentors log hours in the truenuorthologic system to document meeting dates and times.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RtI Team meet once a month or as often as needed to review screening data and determine instructional needs of individual students. We also review progress monitoring data at 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 identify additional instructional resources, additional progress monitoring tools, if needed, and develop a plan of action. We also work 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 individualized students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 consist of administrators, guidance counselors, school psychologist, behavior coach, and teachers vary depending on the student's team of teachers.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team monitors teachers' progress monitoring data, grades, discipline and attendance data, and other student related data sources. The administration, School Advisory Council, PTSA, department meetings, PLCs, and other stakeholders monitor and provide input in regards to school data and student achievement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

We use the following data sources to monitor and analyze student data: TERMS-back-up data source for FOCUS; FOCUS-attendance, behavioral, and academic data; PMPs-progress monitoring plans, PEER-IEP data; Discovery Education-reading, mathematics, and science benchmark data; FCAT Star-standardized student data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

To support the understanding of MTSS, we utilize the parent portal, school and district websites to connect students and families to the larger established networks of support. MFLAC is used for our military families as they transition into the Pensacola, FL area. The school's counselors and psychologists are resources to families and staff members as needed for on-site support. Teachers receive professional development concerning the MTSS process and department chairs serve as additional resources for individual and especially new teachers.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The mathematics department, core classroom teachers, the instructional coach, and the administration team will monitor implementation of the before and after school tutoring programs.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Roberta Whetzel	Instructional Coach
Jamie Harris	Teacher
Sally Laliberte	Teacher
Cindy Kidder	Teacher
Amanda Neidigh	Teacher
Suzanne Ashmore	Teacher
Annie Lockman	Teacher
Michelle Moore	Teacher
Karen Yudiski	Teacher
Carrie McGugin	Teacher
Tracey Burnett	Teacher
Marietta Britt-McCaskill	Teacher
Erin Unruh	Teacher
Ann McCraw	Teacher
Robert Lynch	Teacher
Gary Dean James	Dean
Ayhana Gaines	Guidance Counselor
Elisabeth Byrd	Teacher
Crystal Gainey	Technology Coordinator

Name	Title
Derrick Thomas	Assistant Principal
Dr. Judy Phippen	Principal

How the school-based LLT functions

The Literacy Leadership Team meet once a month to discuss, plan, and evaluate literacy activities. The team reviews data and progress monitoring data to inform instructional decisions. Progress monitoring data is reviewed and monitored at grade levels and content areas to identify not only at-risk students, but also students meeting and/or exceeding benchmarks. Professional learning opportunities and resources are then identified based on student data and teacher needs. The team also problem solves, share effective practices, evaluate implementation, make decisions, and implement best practices in classrooms.

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Students are enrolled in a 23 minute Critical Thinking class daily during which students are expected to read 20 minutes three times a week and then write a brief synopsis of what they read in their Critical Thinking booklet. All homeroom teachers are assigned a Critical Thinking class. This ensures that all teachers are involved in the reading improvement of our students. Teachers are instructed on the implementation of the selected close reading assignment for their grade level, that is assigned monthly to students in their Critical Thinking class for the last Monday, Tuesday, and Wednesday.

Teachers are provided training in close reading and text complexity by other trained teachers at our school. The reading coach schedules and sets up all reading trainings for our teachers.

At the district level close reading training has been provided this past summer and again this school year for language arts, science, and social studies teachers through the Professional Learning Department.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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 Exploration of Production Technology as eighth graders.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	57%	No	70%
American Indian	50%	45%	No	55%
Asian	69%	84%	Yes	72%
Black/African American	50%	37%	No	55%
Hispanic	63%	52%	No	67%
White	73%	65%	No	76%
English language learners				
Students with disabilities	34%	33%	No	41%
Economically disadvantaged	59%	46%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	378	28%	29%
Students scoring at or above Achievement Level 4	365	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	13	76%	77%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	858	60%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	800	56%	57%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	11	92%	93%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		34%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	185	40%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		91%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	55%	No	69%
American Indian	39%	45%	Yes	45%
Asian	72%	76%	Yes	75%
Black/African American	50%	33%	No	55%
Hispanic	64%	58%	No	68%
White	70%	72%	Yes	73%
English language learners				
Students with disabilities	33%	30%	No	40%
Economically disadvantaged	57%	45%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	369	27%	28%
Students scoring at or above Achievement Level 4	352	26%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	59%	60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	886	62%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	800	56%	57%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	358	25%	26%
Middle school performance on high school EOC and industry certifications	146	41%	42%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	100%	100%
Students scoring at or above Achievement Level 4	68	71%	72%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	24%	25%
Students scoring at or above Achievement Level 4	138	30%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		87%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		8
Participation in STEM-related experiences provided for students	550	38%	39%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	233	16%	17%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	33	2%	3%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	358	25%	26%
Passing rate (%) for students who take CTE industry certification exams		41%	42%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	291	19%	18%
Students who fail a mathematics course	50	4%	3%
Students who fail an English Language Arts course	40	3%	2%
Students who fail two or more courses in any subject	59	4%	3%
Students who receive two or more behavior referrals	371	24%	23%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	109	7%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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. Each department will host a Family Fun Night in which teachers will plan, design, and implement activities for student and parent engagement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will attend at least one of the school sponsored activities (Family Fun Night) this year.	5	100%	100%

Goals Summary

- G1.** Teachers will increase student engagement in classrooms.
- G2.** Teachers will increase students' critical thinking skills during classroom discussions and independent learning.
- G3.** Teachers will implement and analyze Discovery Education data.

Goals Detail

G1. Teachers will increase student engagement in classrooms.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Professional Learning Department Teacher-Leader Training Materials
- Reading Coach (part time)
- District Subject Area Specialist

Targeted Barriers to Achieving the Goal

- 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 the Goal

Administrators will review data with leadership team to check for trends to identify those in need of additional training.

Person or Persons Responsible

Administration/ Teacher leaders

Target Dates or Schedule:

2013-2014

Evidence of Completion:

Student performance data

G2. Teachers will increase students' critical thinking skills during classroom discussions and independent learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Teachers will participant in training to discuss critical thinking skills and brainstorm ways to increase critical thinking. Teachers will also participate in Visible Learning training conducted by the administration team.

Targeted Barriers to Achieving the Goal

- As with all initiatives, the time to follow-up will become a barrier. Also, administrators consistently conducting walk-throughs to ensure implementation is occurring may become a barrier.

Plan to Monitor Progress Toward the Goal

The administration will ensure implementation of critical thinking skills in the classroom.

Person or Persons Responsible

The administration team

Target Dates or Schedule:

The administration will conduct frequent (daily/weekly) walk-throughs to ensure implementation of critical thinking strategies.

Evidence of Completion:

Evidence may occur in observation data notes and student achievement data.

G3. Teachers will implement and analyze Discovery Education data.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Teacher will use the Discovery Education platform to administer and analyze data as well as use as an instructional tool.

Targeted Barriers to Achieving the Goal

- The barrier to using Discovery Education is the time used during instructional time as well as the time needed to train teachers. Also, because this is a new initiative, teachers will need time to learn and process the information.

Plan to Monitor Progress Toward the Goal

The administration team will monitor Discovery Education reports as well as professional learning offerings.

Person or Persons Responsible

The administration team

Target Dates or Schedule:

During assessment window and throughout the school year

Evidence of Completion:

Student achievement data & professional learning calendars & agendas

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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 Danielson teacher leaders will train the faculty in strategies that will lead to more student engagement in the classroom. Also, teacher will volunteer to participate in a peer-observation model to ensure implementation of student engagement activities.

Action Step 1

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

Person or Persons Responsible

Teacher leaders

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

PD agenda

Facilitator:

Lead Teacher

Participants:

Teacher leaders, faculty members, administration

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

Teachers will receive feed back on classroom instruction as it relate to student engagement. Administrators will conduct walk-throughs with follow-up feedback on student engagement activities. Volunteer teachers will participants in peer-observations relating to student engagement.

Person or Persons Responsible

Administration & peer-observers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

E3 and observation notes

Plan to Monitor Effectiveness of G1.B3.S1

Administrators and volunteer peer groups will visit classrooms to collect data on effective student engagement techniques.

Person or Persons Responsible

administration & teacher volunteers in the peer-observation project

Target Dates or Schedule

2013-2014

Evidence of Completion

E3/observation notes

G2. Teachers will increase students' critical thinking skills during classroom discussions and independent learning.

G2.B1 As with all initiatives, the time to follow-up will become a barrier. Also, administrators consistently conducting walk-throughs to ensure implementation is occurring may become a barrier.

G2.B1.S1 The administration team will divide and determine department and content areas to visit consistently to ensure that critical thinking is occurring in classrooms.

Action Step 1

The administration team will ensure implementation of critical thinking strategies.

Person or Persons Responsible

Administration team

Target Dates or Schedule

Visits will occur daily/weekly specifically focusing on critical thinking implementation strategies

Evidence of Completion

Increased student achievement/E3 observation data

Facilitator:

Leadership team members

Participants:

All teachers

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

The administration team will monitor implementation of critical thinking skills.

Person or Persons Responsible

The administration team

Target Dates or Schedule

Daily/Weekly meetings to discuss successes and/or areas for improvement

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of G2.B1.S1

The administration team will monitor the effectiveness of critical thinking strategies.

Person or Persons Responsible

The administration team

Target Dates or Schedule

Weekly notes and meetings will be viewed and discussed concerning implementation of strategies

Evidence of Completion

Student achievement results, meeting and weekly notes, E3 observation notes

G3. Teachers will implement and analyze Discovery Education data.

G3.B1 The barrier to using Discovery Education is the time used during instructional time as well as the time needed to train teachers. Also, because this is a new initiative, teachers will need time to learn and process the information.

G3.B1.S1 Teachers will receive time for professional learning on Discovery Education.

Action Step 1

The leadership team will need to determine dates and times for teacher professional development on Discovery Education.

Person or Persons Responsible

The Discovery Education Leadership Team

Target Dates or Schedule

Each month and over the course of the year (3 times per year)

Evidence of Completion

Agendas, handouts, Discovery Education Plan

Facilitator:

The Discovery Education Leadership Team

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

The Discovery Education Leadership Team will monitor the implementation of Discovery Education.

Person or Persons Responsible

The Discovery Education Leadership Team and administration Team

Target Dates or Schedule

During assessment periods and throughout the year

Evidence of Completion

Student achievement data Discovery Education reports

Plan to Monitor Effectiveness of G3.B1.S1

The administration team will review reports and monitor implementation of Discovery Education.

Person or Persons Responsible

The administration team

Target Dates or Schedule

Each assessment period and throughout the school year

Evidence of Completion

Student achievement data from Discovery Education reports & Standardized Assessment

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 train teachers and students on issues such as bullying, harassment, and reporting behavioral incidents. 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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 Danielson teacher leaders will train the faculty in strategies that will lead to more student engagement in the classroom. Also, teacher will volunteer to participate in a peer-observation model to ensure implementation of student engagement activities.

PD Opportunity 1

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

Facilitator

Lead Teacher

Participants

Teacher leaders, faculty members, administration

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

PD agenda

G2. Teachers will increase students' critical thinking skills during classroom discussions and independent learning.

G2.B1 As with all initiatives, the time to follow-up will become a barrier. Also, administrators consistently conducting walk-throughs to ensure implementation is occurring may become a barrier.

G2.B1.S1 The administration team will divide and determine department and content areas to visit consistently to ensure that critical thinking is occurring in classrooms.

PD Opportunity 1

The administration team will ensure implementation of critical thinking strategies.

Facilitator

Leadership team members

Participants

All teachers

Target Dates or Schedule

Visits will occur daily/weekly specifically focusing on critical thinking implementation strategies

Evidence of Completion

Increased student achievement/E3 observation data

G3. Teachers will implement and analyze Discovery Education data.

G3.B1 The barrier to using Discovery Education is the time used during instructional time as well as the time needed to train teachers. Also, because this is a new initiative, teachers will need time to learn and process the information.

G3.B1.S1 Teachers will receive time for professional learning on Discovery Education.

PD Opportunity 1

The leadership team will need to determine dates and times for teacher professional development on Discovery Education.

Facilitator

The Discovery Education Leadership Team

Participants

All teachers

Target Dates or Schedule

Each month and over the course of the year (3 times per year)

Evidence of Completion

Agendas, handouts, Discovery Education Plan

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will increase student engagement in classrooms.	\$20,000
G2.	Teachers will increase students' critical thinking skills during classroom discussions and independent learning.	\$2,500
G3.	Teachers will implement and analyze Discovery Education data.	\$6,000
Total		\$28,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$22,500
Race to the Top		\$6,000
Total		\$28,500

Budget Details

Budget items identified in the SIP as necessary 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 Danielson teacher leaders will train the faculty in strategies that will lead to more student engagement in the classroom. Also, teacher will volunteer to participate in a peer-observation model to ensure implementation of student engagement activities.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Resources for printing material; Substitutes; Stipends

Funding Source

Title I

Amount Needed

\$20,000

G2. Teachers will increase students' critical thinking skills during classroom discussions and independent learning.

G2.B1 As with all initiatives, the time to follow-up will become a barrier. Also, administrators consistently conducting walk-throughs to ensure implementation is occurring may become a barrier.

G2.B1.S1 The administration team will divide and determine department and content areas to visit consistently to ensure that critical thinking is occurring in classrooms.

Action Step 1

The administration team will ensure implementation of critical thinking strategies.

Resource Type

Evidence-Based Program

Resource

Critical Thinking Books

Funding Source

Title I

Amount Needed

\$2,500

G3. Teachers will implement and analyze Discovery Education data.

G3.B1 The barrier to using Discovery Education is the time used during instructional time as well as the time needed to train teachers. Also, because this is a new initiative, teachers will need time to learn and process the information.

G3.B1.S1 Teachers will receive time for professional learning on Discovery Education.

Action Step 1

The leadership team will need to determine dates and times for teacher professional development on Discovery Education.

Resource Type

Evidence-Based Program

Resource

Teacher Stipends

Funding Source

Race to the Top

Amount Needed

\$6,000