

Escambia County School District

Jim C. Bailey Middle School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	12

Jim C. Bailey Middle School

4110 BAUER RD, Pensacola, FL 32506

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
	Teacher, K-12
Moore, Michelle	Teacher, K-12
Britt, Julia	Teacher, K-12
Burnett, Tracey	Teacher, K-12
Gaines, Ayhana	School Counselor
Kidder, Cindy	Teacher, K-12
White, Bobby	Teacher, K-12
Janovic, Coleen	Teacher, ESE
Birgel, Patricia	Teacher, K-12
Rush, Tara	Assistant Principal
Haggard, Amanda	Dean

Duties

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

Our leadership team meets monthly to discuss the needs of the school. We have included guidance, dean, instructional, ESE and admin on our team to find a well-rounded group to help make decisions.

Early Warning Systems

Year 2017-18

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	73	71	64	0	0	0	0	208
One or more suspensions	0	0	0	0	0	0	36	66	80	0	0	0	0	182
Course failure in ELA or Math	0	0	0	0	0	0	24	20	18	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	0	0	0	150	171	155	0	0	0	0	476

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	63	82	73	0	0	0	0	218

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	3	1	2	0	0	0	0	6
Retained Students: Previous Year(s)	0	0	0	0	0	0	8	7	7	0	0	0	0	22

Date this data was collected

Thursday 8/23/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our Lower Quartile Learning Gains in Math decreased. This is an area that we are currently working on improving. Many of these students have an IEP and we are working to give more small group instruction to bring them up to grade level.

Which data component showed the greatest decline from prior year?

Our Lower Quartile Learning Gains in Math had the greatest decline.

Which data component had the biggest gap when compared to the state average?

Math proficiency

Which data component showed the most improvement? Is this a trend?

Lower Quartile Learning Gains in ELA showed the most improvement. We are starting to see an upward trend with our LQ in ELA.

Describe the actions or changes that led to the improvement in this area.

The focus was moved to teaching relevant content that could be transferred to other subject areas.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	46%	53%	46%	45%	52%
ELA Learning Gains	48%	48%	54%	50%	47%	53%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	47%	44%	47%	44%	41%	45%
Math Achievement	48%	44%	58%	53%	46%	55%
Math Learning Gains	49%	47%	57%	53%	46%	55%
Math Lowest 25th Percentile	41%	44%	51%	46%	41%	47%
Science Achievement	47%	48%	52%	53%	45%	50%
Social Studies Achievement	54%	55%	72%	61%	54%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	73 (60)	71 (53)	64 (43)	208 (156)
One or more suspensions	36 (32)	66 (36)	80 (86)	182 (154)
Course failure in ELA or Math	24 (78)	20 (105)	18 (123)	62 (306)
Level 1 on statewide assessment	150 (85)	171 (56)	155 (122)	476 (263)

Grade Level Data

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	43%	40%	3%	52%	-9%
	2017	42%	43%	-1%	52%	-10%
Same Grade Comparison		1%				
Cohort Comparison						
07	2018	39%	41%	-2%	51%	-12%
	2017	36%	40%	-4%	52%	-16%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
08	2018	50%	51%	-1%	58%	-8%
	2017	51%	47%	4%	55%	-4%
Same Grade Comparison		-1%				
Cohort Comparison		14%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	42%	36%	6%	52%	-10%
	2017	46%	36%	10%	51%	-5%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	53%	45%	8%	54%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	49%	44%	5%	53%	-4%
Same Grade Comparison		4%				
Cohort Comparison		7%				
08	2018	25%	24%	1%	45%	-20%
	2017	35%	25%	10%	46%	-11%
Same Grade Comparison		-10%				
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	47%	45%	2%	50%	-3%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	51%	3%	71%	-17%
2017	54%	53%	1%	69%	-15%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	71%	51%	20%	62%	9%
2017	77%	51%	26%	60%	17%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	90%	48%	42%	56%	34%
2017	100%	43%	57%	53%	47%
Compare		-10%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	39	40	17	34	34	25	29			
ELL	20	60		30	36						
ASN	60	56		81	74		82	75	73		
BLK	24	42	44	27	41	38	23	40	44		
HSP	44	46	45	50	52	52	54	54	76		
MUL	55	50	48	53	57	59	68	63	73		
WHT	50	50	50	53	48	38	54	57	66		
FRL	32	43	46	32	42	40	30	39	41		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	29	32	19	31	31	27	38	36		
AMI	9	40		36	45						
ASN	65	53		74	56		60	91	85		
BLK	26	36	36	32	43	38	22	38	59		
HSP	50	54	43	48	45	58	55	67	74		
MUL	47	51	50	51	43	39	60	64	81		
WHT	48	50	44	56	50	48	56	56	66		
FRL	34	40	36	39	43	44	39	43	50		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Increase the Learning Gains of our Lower Quartile students in Math
Rationale	This area continues to be our lowest performing area. We have many of our students that fit into this category who currently have IEPs and we want to better serve our students.
Intended Outcome	We intend to increase our LQ learning gains by at least 5%.
Point Person	Janet Penrose (jpenrose@ecsdfi.us)

Action Step

Description Math teachers will begin implementing center-based instruction during our block days to work in small groups with students addressing their specific needs determined by their STAR 360 assessment data.

Person Responsible Erin Unruh (eunruh@escambia.k12.fl.us)

Plan to Monitor Effectiveness

Description We will meet quarterly to discuss progress of students. Teachers will plan collaboratively to create centers that can be used at each grade level.

Person Responsible Janet Penrose (jpenrose@ecsdfi.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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. This year we will also be adding focus on important math skills since this is an area our school is showing need for through our FSA scores.

PFEF Link

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

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 6th, 7th, and 8th grade counselor to 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. 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 Children's Home Society 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.

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.

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.

Title I funds are used to purchase a PBIS/Rtl Coaching unit. The coach coordinates monthly meetings 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 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. 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.

Career and Technical Education programs include Business Keyboarding, Computer Applications for Business I and II, Personal Development, and Exploration of Production Technology.

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.

Part V: Budget

Total:

\$0.00