

Duval County Public Schools

# Baldwin Middle Senior High School



## 2019-20 Schoolwide Improvement Plan

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# Baldwin Middle Senior High School

291 MILL ST W, Baldwin, FL 32234

www.duvalschools.org/bmsh

## Demographics

Principal: Michael Townsend

Start Date for this Principal: 3/15/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	71%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: B (57%) 2017-18: B (57%) 2016-17: B (54%) 2015-16: C (52%) 2014-15: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

### SIP Authority

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

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

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

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

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

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www.duvalschools.org/bmsh

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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<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.

Baldwin Middle-Senior High School is dedicated to providing high-quality educational opportunities for all students.

#### Provide the school's vision statement.

A place where every member of the Baldwin Middle-Senior High School family is inspired and equipped for success in post-secondary education, a career, and life.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Hall, Denise	Principal	
Gottberg, Caleb	Assistant Principal	
Adams, Michael	Assistant Principal	
Kirk, Angela Kinlin	Teacher, K-12	
Graham, Joseph	Teacher, K-12	
Shields, Steve	Dean	
Roberts, Valencia	Teacher, ESE	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	177	175	220	175	199	158	113	1217
Attendance below 90 percent	0	0	0	0	0	0	19	25	44	35	33	22	36	214
One or more suspensions	0	0	0	0	0	0	12	23	14	21	11	16	44	141
Course failure in ELA or Math	0	0	0	0	0	0	19	33	9	32	29	14	4	140
Level 1 on statewide assessment	0	0	0	0	0	0	35	58	69	50	47	17	4	280
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	86	115	102	112	79	48	75	617

**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	10	6	2	4	8	0	2	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

66

**Date this data was collected or last updated**

Wednesday 7/31/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

**Prior Year - 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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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



## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	47%	56%	36%	46%	53%
ELA Learning Gains	47%	48%	51%	43%	45%	49%
ELA Lowest 25th Percentile	42%	42%	42%	36%	39%	41%
Math Achievement	51%	51%	51%	46%	59%	49%
Math Learning Gains	49%	52%	48%	46%	52%	44%
Math Lowest 25th Percentile	43%	47%	45%	33%	45%	39%
Science Achievement	45%	65%	68%	47%	64%	65%
Social Studies Achievement	66%	70%	73%	53%	64%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	177 (0)	175 (0)	220 (0)	175 (0)	199 (0)	158 (0)	113 (0)	1217 (0)
Attendance below 90 percent	19 ( )	25 ( )	44 ( )	35 ( )	33 ( )	22 ( )	36 ( )	214 (0)
One or more suspensions	12 (0)	23 (0)	14 (0)	21 (0)	11 (0)	16 (0)	44 (0)	141 (0)
Course failure in ELA or Math	19 (0)	33 (0)	9 (0)	32 (0)	29 (0)	14 (0)	4 (0)	140 (0)
Level 1 on statewide assessment	35 (0)	58 (0)	69 (0)	50 (0)	47 (0)	17 (0)	4 (0)	280 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	43%	47%	-4%	54%	-11%
	2018	41%	44%	-3%	52%	-11%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	42%	44%	-2%	52%	-10%
	2018	31%	41%	-10%	51%	-20%
Same Grade Comparison		11%				
Cohort Comparison		1%				
08	2019	36%	49%	-13%	56%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	41%	51%	-10%	58%	-17%
Same Grade Comparison		-5%				
Cohort Comparison		5%				
09	2019	36%	48%	-12%	55%	-19%
	2018	42%	48%	-6%	53%	-11%
Same Grade Comparison		-6%				
Cohort Comparison		-5%				
10	2019	43%	48%	-5%	53%	-10%
	2018	55%	49%	6%	53%	2%
Same Grade Comparison		-12%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	50%	51%	-1%	55%	-5%
	2018	41%	42%	-1%	52%	-11%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	52%	47%	5%	54%	-2%
	2018	42%	50%	-8%	54%	-12%
Same Grade Comparison		10%				
Cohort Comparison		11%				
08	2019	33%	32%	1%	46%	-13%
	2018	23%	31%	-8%	45%	-22%
Same Grade Comparison		10%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	34%	40%	-6%	48%	-14%
	2018	35%	44%	-9%	50%	-15%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	67%	-13%	67%	-13%
2018	55%	63%	-8%	65%	-10%
Compare		-1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	69%	3%	71%	1%
2018	83%	84%	-1%	71%	12%
Compare		-11%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	68%	-8%	70%	-10%
2018	48%	64%	-16%	68%	-20%
Compare		12%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	57%	4%	61%	0%
2018	72%	61%	11%	62%	10%
Compare		-11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	61%	-16%	57%	-12%
2018	56%	57%	-1%	56%	0%
Compare		-11%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	37	36	31	38	35	22	50	60	73	82
ELL	31	67		31	33						
ASN	58	50		83	55						
BLK	31	44	45	40	46	48	35	54	50	94	90
HSP	44	50	38	55	56	60	44	59			
MUL	46	36		52	41		73	73			
WHT	43	48	42	54	51	42	47	71	62	89	94
FRL	32	42	38	42	47	42	37	57	61	87	93
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	17	40	40	31	42	33	16	45		100	74
ASN	64	64									
BLK	31	48	43	40	44	38	32	48	57	100	87
HSP	42	47		38	57	50	33				

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
MUL	42	59		50	61						
WHT	45	47	44	53	45	43	48	72	71	91	89
FRL	35	46	44	40	41	39	36	64	45	90	82
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	13	32	31	19	32	26	18	24		62	
BLK	27	44	40	35	45	33	27	40	64	100	81
HSP	40	56		48	52		44	56			
MUL	43	41		65	58		60	60			
WHT	39	42	33	50	45	32	55	58	71	87	90
FRL	26	38	35	38	43	36	38	45	69	91	79

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	628
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	62
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

needs to be completed

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

needs to be completed

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

needs to be completed

**Which data component showed the most improvement? What new actions did your school take in this area?**

needs to be completed

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

needs to be completed

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. needs to be completed
- 2.
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Graduation & Promotion Rate
<b>Rationale</b>	Graduation rate is sensitive to the number of students who do not complete all graduation requirements due to the low number of students in each cohort.
<b>State the measurable outcome the school plans to achieve</b>	Graduation coach will readily review data and counsel students to complete graduation requirements throughout their high school tenure.
<b>Person responsible for monitoring outcome</b>	Angela Kinlin Kirk (kirka@duvalschools.org)
<b>Evidence-based Strategy</b>	Monitor and mentoring of students.
<b>Rationale for Evidence-based Strategy</b>	To remain actively engaged in assisting/informing students of needed requirements for graduation.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review student data.</li> <li>2. Counsel students and parents.</li> <li>3. Monitor completion</li> <li>4. Consult with school counselors</li> </ol>
<b>Person Responsible</b>	Angela Kinlin Kirk (kirka@duvalschools.org)
<b>#2</b>	
<b>Title</b>	8th Grade Algebra I
<b>Rationale</b>	Decreased proficiency in 2017-2018 school year.
<b>State the measurable outcome the school plans to achieve</b>	Increased pass rate of 8th grade Algebra 1 (90+%)
<b>Person responsible for monitoring outcome</b>	Denise Hall (halld@duvalschools.org)
<b>Evidence-based Strategy</b>	A) Weekly Common Assessments B) Writing Exit Slips C) Observations
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1) Double Block All classes</li> <li>2) Utilize Writing to Learn Strategies</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#3</b>	
<b>Title</b>	9th Grade Standard ELA
<b>Rationale</b>	Decreased proficiency in 9th Grade ELA FSA during 2017-2018 school year.
<b>State the measurable outcome the school plans to achieve</b>	Increased proficiency (60+%) on the 9th grade ELA FSA
<b>Person responsible for monitoring outcome</b>	Caleb Gottberg (gottbergc@duvalschools.org)
<b>Evidence-based Strategy</b>	A) Weekly Common Assessments B) Writing Exit Slips C) Observations
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	1) Double Block Lowest 25% 2) Utilize Writing to Learn 3) AVID Collaborative Strategies .
<b>Person Responsible</b>	Caleb Gottberg (gottbergc@duvalschools.org)
<b>#4</b>	
<b>Title</b>	Civics
<b>Rationale</b>	Decreased proficiency rate in Civics EOC
<b>State the measurable outcome the school plans to achieve</b>	Increased rate (75+%) pass rate in Civics
<b>Person responsible for monitoring outcome</b>	Michael Adams (adamsm2@duvalschools.org)
<b>Evidence-based Strategy</b>	1) Focus Notetaking 2) Utilize Writing to Learn 3) AVID Collaborative Strategies 4) Increase use of Online resources
<b>Rationale for Evidence-based Strategy</b>	Best practices
<b>Action Step</b>	
<b>Description</b>	A) Weekly Common Assessments B) Writing Exit Slips C) Observations
<b>Person Responsible</b>	Michael Adams (adamsm2@duvalschools.org)



<b>#5</b>	
<b>Title</b>	PBIS
<b>Rationale</b>	Decrease number of disciplinary incidents and SESIR infractions.
<b>State the measurable outcome the school plans to achieve</b>	50% decrease in repeat offenders.
<b>Person responsible for monitoring outcome</b>	Steve Shields (shieldss@duvalschools.org)
<b>Evidence-based Strategy</b>	Peer Mediation Student Leadership Class Peer to Peer Mentors Mental Health Counseling Classroom guidance Regular review of code of conduct with students
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	1. Identify most frequent disciplinary issues 2. Collaborate with leadership team to problem solve 3. Develop new school policies around issues that have been identified 4. Communicate, implement, and monitor new strategies
<b>Person Responsible</b>	Steve Shields (shieldss@duvalschools.org)
<b>#6</b>	
<b>Title</b>	MS Reading
<b>Rationale</b>	Increase fluency of middle school reader and exit them from corrective reading instruction into grade level reading.
<b>State the measurable outcome the school plans to achieve</b>	85% of reading students exit corrective instruction or move up at least 1 level in SRA
<b>Person responsible for monitoring outcome</b>	Michael Adams (adamsm2@duvalschools.org)
<b>Evidence-based Strategy</b>	A) Teacher SRA Assessment B) Team Reading Assessment C) Observations
<b>Rationale for Evidence-based Strategy</b>	Research based curriculum for corrective reading instruction.
<b>Action Step</b>	
<b>Description</b>	1) Implement SRA - Critical Reading 2) Test and schedule students according to reading level before 2nd week of school 3) Reschedule students as they gain levels. 4) Implement with fidelity
<b>Person Responsible</b>	[no one identified]
<b>Additional Schoolwide Improvement Priorities (optional)</b>	

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Funding of Grad Coach, ELA Teacher, Math Teacher, and a Reading teacher to support areas of focus, a projector for each math teacher to assist in the delivery of content that all students can adequately access visually and efficiently, and supplies to support classroom instruction in action areas. Students in AVID, Pre-Early College, AP Courses, and aspiring to participate in Dual Enrollment will attend multiple field trips to visit college campuses. This will allow them to gain important information on how to apply and choose a college/university of their choice.

## 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 Schoolwide Improvement Plan 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.**

Baldwin will involve the community on multiple levels. Community members will be invited to participate under the theme "We Are Baldwin" to unify community members and the school. Baldwin students will also participate in Teen Trendsetters with the local elementary school. These students will spend time throughout the school year reading to elementary students. Baldwin will also host parent nights to provide information on Academic technology and programs available at Baldwin. Baldwin will continue to build upon the idea of being a "Community Friendly School"

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.**

Baldwin is a very inclusive school. Our staff receives comprehensive training for mental health awareness and strategies to address these issues as they arise. Also, Baldwin staffs three school counselors and a full time mental health counselor. Baldwin has a middle school and a high school dean to address any safety and behavioral concerns. Additionally, there are a variety of sports, clubs, and academic programs that support the interests and needs of students.

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

Baldwin communicates with incoming and outgoing students/parents/and stakeholders via annual parent nights, orientations, open houses, and transition meetings. All parties are notified via mail, the website, and through a call out to inform them of the dates and times of these meetings. Parent/student feedback is collected and used to modify future meetings and the information that is provided.

**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.**

A regular review of academic, perceptual, and early warning signs data is reviewed to address needs on campus. This data is used to support staffing and budget decisions to support areas that have been identified for improvement.

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

Baldwin regularly counsels students to provide information on college and career resources. Students are identified and encouraged to complete both AP and Dual Enrollment courses. Additionally, Baldwin uses AVID as a strategy to help students maintain awareness of college and post secondary opportunities.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Graduation & Promotion Rate	\$0.00
2	III.A.	Areas of Focus: 8th Grade Algebra I	\$0.00
3	III.A.	Areas of Focus: 9th Grade Standard ELA	\$0.00
4	III.A.	Areas of Focus: Civics	\$0.00
5	III.A.	Areas of Focus: PBIS	\$0.00
6	III.A.	Areas of Focus: MS Reading	\$0.00
Total:			\$0.00