

Escambia County School District

# Jim C. Bailey Middle School



## 2019-20 Schoolwide Improvement Plan

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# Jim C. Bailey Middle School

4110 BAUER RD, Pensacola, FL 32506

www.escambiaschools.org

## Demographics

**Principal: Tara Palasciano R**

Start Date for this Principal: 7/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<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)	94%
<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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (49%) 2016-17: C (49%) 2015-16: C (51%) 2014-15: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

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

### 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 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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## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 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	50%

## School Grades History

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

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	Job Duties and Responsibilities
Penrose, Janet	Principal	
Rush, Tara	Assistant Principal	
Baney, Laura	Teacher, K-12	
Campbell, Tracey	Teacher, ESE	
Dean, Denise	School Counselor	
Germain, Jennifer	Other	Behavior Coach
Harden, Maureen	Teacher, K-12	
Hill-Phillips, Laura	Dean	
Vargas, Christina	Teacher, K-12	
Whitley, Linsey	School Counselor	

### 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	409	451	447	0	0	0	0	1307
Attendance below 90 percent	0	0	0	0	0	0	71	52	81	0	0	0	0	204
One or more suspensions	0	0	0	0	0	0	34	89	89	0	0	0	0	212
Course failure in ELA or Math	0	0	0	0	0	0	36	28	11	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	0	0	0	120	158	157	0	0	0	0	435

**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	65	81	82	0	0	0	0	228

**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	2	5	2	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	4	11	3	0	0	0	0	18

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

93

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

Thursday 8/22/2019

**Prior Year - 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	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 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	63	82	73	0	0	0	0	218

**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	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 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	63	82	73	0	0	0	0	218

**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	45%	48%	54%	44%	46%	52%
ELA Learning Gains	50%	52%	54%	47%	51%	54%
ELA Lowest 25th Percentile	44%	45%	47%	41%	42%	44%
Math Achievement	49%	46%	58%	50%	43%	56%
Math Learning Gains	49%	47%	57%	47%	43%	57%
Math Lowest 25th Percentile	41%	43%	51%	45%	40%	50%
Science Achievement	45%	43%	51%	49%	44%	50%
Social Studies Achievement	57%	58%	72%	54%	56%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	409 (0)	451 (0)	447 (0)	1307 (0)
Attendance below 90 percent	71 (73)	52 (71)	81 (64)	204 (208)
One or more suspensions	34 (36)	89 (66)	89 (80)	212 (182)
Course failure in ELA or Math	36 (24)	28 (20)	11 (18)	75 (62)
Level 1 on statewide assessment	120 (150)	158 (171)	157 (155)	435 (476)

**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	41%	42%	-1%	54%	-13%
	2018	43%	40%	3%	52%	-9%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	40%	43%	-3%	52%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	39%	41%	-2%	51%	-12%
Same Grade Comparison		1%				
Cohort Comparison		-3%				
08	2019	52%	50%	2%	56%	-4%
	2018	50%	51%	-1%	58%	-8%
Same Grade Comparison		2%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	36%	3%	55%	-16%
	2018	42%	36%	6%	52%	-10%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	53%	50%	3%	54%	-1%
	2018	53%	45%	8%	54%	-1%
Same Grade Comparison		0%				
Cohort Comparison		11%				
08	2019	22%	21%	1%	46%	-24%
	2018	25%	24%	1%	45%	-20%
Same Grade Comparison		-3%				
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	44%	42%	2%	48%	-4%
	2018	47%	45%	2%	50%	-3%
Same Grade Comparison		-3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

  

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	54%	2%	71%	-15%
2018	54%	51%	3%	71%	-17%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	52%	21%	61%	12%
2018	71%	51%	20%	62%	9%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	47%	53%	57%	43%
2018	90%	48%	42%	56%	34%
Compare		10%			

**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	19	39	39	22	46	45	24	25	35		
ELL	24	53		35	47						
ASN	73	69		76	55		67	92	83		
BLK	28	43	46	27	42	39	24	38	52		
HSP	42	55	54	47	52	49	45	58	73		
MUL	48	47	35	47	43	46	52	56	64		
WHT	52	50	42	58	52	40	50	62	74		
FRL	36	45	44	38	47	40	33	49	57		
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		

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
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		

**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)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	9
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

**English Language Learners**

Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	74
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
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	49
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	53
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	43
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.**

Math Lowest 25 percentile - We have shown a decline in basic math skills with our students entering middle school.

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

ELA Lowest 25 percentile - We have several new teachers this past year. They have worked hard with our district staff to improve their practice.

**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.**

Math Lowest 25 percentile and Social Studies Achievement - Some of these students are also ones that have a high absentee rate and behavior concerns.

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

Social Studies - We have been following the district pacing guide and making the change from US History at the 8th grade level to introducing this content at the 6th grade level, our students have shown improvement in their overall scores in Civics.

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

1. Number of Suspensions (1 or more)
2. Level 1 on state assessment
3. 204 students attendance below 90%

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

1. Increase all areas by 5%
2. Black/African American students
3. Students with Disabilities
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Math Learning Gains
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	Increase our learning gains for all students in math by at least 5%.
<b>Person responsible for monitoring outcome</b>	Janet Penrose (jpenrose@ecsdfl.us)
<b>Evidence-based Strategy</b>	Math teachers will meet monthly for center- based instructional planning for the new Intensive Math class. Math teachers will work in small groups with students addressing their specific needs determined by their STAR 360 assessment data.
<b>Rationale for Evidence-based Strategy</b>	The STAR 360 assessment data will be taken quarterly and the teachers will discuss the progress of the students with the core Math teacher. Teachers will plan collaboratively to create centers that can be used at each grade level.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Determine the students that need to be scheduled into Intensive Math</li> <li>2. Use the STAR 360 assessment to determine their starting point</li> <li>3. Create a plan of action for tailored to fit their individual needs</li> <li>4. Monitor their progress through the STAR 360 assessment and adjust where necessary</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#2</b>	
<b>Title</b>	Reading Learning Gains
<b>Rationale</b>	Our school overall needs to see an increase in our students testing proficient in Reading. By increasing our learning gains, we should see improvement in the overall achievement on the Reading assessment.
<b>State the measurable outcome the school plans to achieve</b>	Increase our learning gains for all students in reading by at least 5%.
<b>Person responsible for monitoring outcome</b>	Janet Penrose (jpenrose@ecsdf1.us)
<b>Evidence-based Strategy</b>	Sustained Silent Reading Close Reading Strategies iReady Sonday System
<b>Rationale for Evidence-based Strategy</b>	As part of our STAR Block, we have included 30 minutes of Sustained Silent Reading to help our students improve their stamina along with introducing themselves to vocabulary that will in turn give them a broader depth of knowledge in their other courses. We will also incorporate Close Reading strategies to ensure they are understanding the concepts being covered. iReady will be used in all Reading classes with our level one students. Sonday System will be used for our students showing signs of Dyslexia.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ensure all level 1 students are in a Reading class</li> <li>2. Star 360 assessments will be given throughout the year. Teacher will use this along with iReady to determine the needs of their students.</li> <li>3. Teachers will implement a plan of action for their students and adjust as the year progresses.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Tara Rush (trush1@ecsdf1.us)



<b>#3</b>	
<b>Title</b>	Students with Suspensions (1 or more)
<b>Rationale</b>	We want our students to be present at school. When they are suspended, they are losing valuable class instruction time.
<b>State the measurable outcome the school plans to achieve</b>	Decrease the number of students receiving Out of School Suspensions by at least 5%.
<b>Person responsible for monitoring outcome</b>	Tara Rush (trush1@ecsdfl.us)
<b>Evidence-based Strategy</b>	PBIS Strategies Suite 360 Lessons Capturing Kids' Hearts
<b>Rationale for Evidence-based Strategy</b>	Our PBIS strategies promote rewarding positive behavior. When students are receiving the attention they crave in a positive manner, the discipline issues tend to decrease. We also want them to learn from their inappropriate decisions by reflecting and learning strategies to cope and think before acting.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Student Success Team meets weekly to proactively address student needs who may be going down the wrong path.</li> <li>2. Teachers are trained in using the RTIb database to monitor and report minor behaviors.</li> <li>3. SST will share out with the faculty of students needing help to work on strategies to improve their success.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Tara Rush (trush1@ecsdfl.us)

**Additional Schoolwide Improvement Priorities (optional)**

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

As a school, our main focus is the improve ALL of our areas by at least 5%. Teachers are meeting weekly to discuss strategies to help our students succeed.

**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.**

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 have also been utilizing our school info app to keep parents involved in our day to day events.

**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.**

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.

We met with our top 5 feeder schools to schedule incoming 6th graders for their classes. Parents had a chance to give input prior to our arrival.

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

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 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.**

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 have several outside counselors that come onto our campus daily to assist our students with various needs. These individual sessions as well as group sessions are coordinated through our Guidance office. Our Guidance Counselors are the main person to help determine the correct resources for our students. Teachers give input on individual needs.

**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**

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

1	III.A.	Areas of Focus: Math Learning Gains	\$0.00
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2	III.A.	Areas of Focus: Reading Learning Gains	\$0.00
3	III.A.	Areas of Focus: Students with Suspensions (1 or more)	\$0.00
<b>Total:</b>			<b>\$0.00</b>