

Escambia County School District

Jim C. Bailey Middle School



2021-22 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2020-21 ESSA Subgroups Represented (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*
School Grades History	2018-19: C (50%) 2017-18: C (49%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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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Jim C. Bailey Middle School

4110 BAUER RD, Pensacola, FL 32506

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Penrose, Janet	Principal	
Britt, Julia	Other	PBIS/RTI Coordinator
Burnett, Tracey	Teacher, K-12	Art Teacher 6-8
Dean, Denise	School Counselor	
Harris, Jamie	Reading Coach	
Whitley, Linsay	School Counselor	
Boswell, Rachael	Teacher, K-12	7th Grade Science
Breaux, Amanda	Teacher, K-12	8th Grade ELA
Bryans, Rachel	Teacher, K-12	7th Grade ELA
Passmore, Kathleen	Teacher, ESE	
Rust, Mona	Teacher, K-12	6th Grade ELA
Wetzel, Roberta	Instructional Media	Media Specialist

Demographic Information

Principal start date

Wednesday 7/1/2015, Tara Palasciano R

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

1,161

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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	420	368	373	0	0	0	0	1161
Attendance below 90 percent	0	0	0	0	0	0	149	108	96	0	0	0	0	353
One or more suspensions	0	0	0	0	0	0	14	63	64	0	0	0	0	141
Course failure in ELA	0	0	0	0	0	0	24	13	10	0	0	0	0	47
Course failure in Math	0	0	0	0	0	0	38	11	4	0	0	0	0	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	116	97	109	0	0	0	0	322
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	150	136	96	0	0	0	0	382
Number of students with a substantial reading deficiency	0	0	0	0	0	0	21	44	69	0	0	0	0	134

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	40	42	35	0	0	0	0	117

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	5	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	9	9	7	0	0	0	0	25

Date this data was collected or last updated

Friday 9/3/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	382	418	418	0	0	0	0	1218
Attendance below 90 percent	0	0	0	0	0	0	57	77	80	0	0	0	0	214
One or more suspensions	0	0	0	0	0	0	30	75	72	0	0	0	0	177
Course failure in ELA	0	0	0	0	0	0	6	3	5	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	7	7	2	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	69	86	107	0	0	0	0	262
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	77	85	112	0	0	0	0	274

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	10	28	29	0	0	0	0	67

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	1	3	2	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	7	6	7	0	0	0	0	20

2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	382	418	418	0	0	0	0	1218
Attendance below 90 percent	0	0	0	0	0	0	57	77	80	0	0	0	0	214
One or more suspensions	0	0	0	0	0	0	30	75	72	0	0	0	0	177
Course failure in ELA	0	0	0	0	0	0	6	3	5	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	7	7	2	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	69	86	107	0	0	0	0	262
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	77	85	112	0	0	0	0	274

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	10	28	29	0	0	0	0	67

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	1	3	2	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	7	6	7	0	0	0	0	20

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	48%	54%	44%	46%	53%
ELA Learning Gains				50%	52%	54%	48%	48%	54%
ELA Lowest 25th Percentile				44%	45%	47%	47%	44%	47%
Math Achievement				49%	46%	58%	48%	44%	58%
Math Learning Gains				49%	47%	57%	49%	47%	57%
Math Lowest 25th Percentile				41%	43%	51%	41%	44%	51%
Science Achievement				45%	43%	51%	47%	48%	52%
Social Studies Achievement				57%	58%	72%	54%	55%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	41%	42%	-1%	54%	-13%
Cohort Comparison						
07	2021					
	2019	40%	43%	-3%	52%	-12%
Cohort Comparison		-41%				
08	2021					
	2019	52%	50%	2%	56%	-4%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	39%	36%	3%	55%	-16%
Cohort Comparison						
07	2021					
	2019	53%	50%	3%	54%	-1%
Cohort Comparison		-39%				
08	2021					
	2019	22%	21%	1%	46%	-24%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	44%	42%	2%	48%	-4%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	54%	2%	71%	-15%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	52%	21%	61%	12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	47%	53%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR was utilized for Fall, Winter, and Spring for ELA and progress monitoring for 6th, 7th, and 8th. The district quarterly assessments were used for Algebra, science, and social studies progress monitoring. The numbers reflect the membership, students tied to the school during both survey 2 and 3.

		Grade 6			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		101/31%	91/27.8%	103/30.9%
	Economically Disadvantaged		44/27.7%	36/22.1%	50/28.2%
	Students With Disabilities		5/10.4%	5/10%	5/9.1%
	English Language Learners		1/25%	0/0%	1/25%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		110/34.1%	134/40.1%	122/36.4%
	Economically Disadvantaged		38/23.9%	52/31.1%	49/28%
	Students With Disabilities		4/7.4%	5/9.1%	11/19.3%
	English Language Learners		2/50%	2/50%	2/50%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83/38.6%	93/33.8%	96/28.2%
	Economically Disadvantaged	25/25.5%	29/24.6%	29/18.4%
	Students With Disabilities	7/20.6%	2/4.5%	6/12%
	English Language Learners	1/25%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	141/39.4%	131/36.8%	149/42.5%
	Economically Disadvantaged	55/32.4%	50/29.9%	50/29.6%
	Students With Disabilities	7/12.5%	2/3.5%	4/7.4%
	English Language Learners	2/20%	1/33.3%	2/40%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	262/72.8%	154/41%	145/47.2%
	Economically Disadvantaged	106/65.8%	53/31%	51/36.2%
	Students With Disabilities	32/58.2%	14/22.2%	5/11.4%
	English Language Learners	2/40%	2/66.7%	0/0%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	84/25.7%	66/20.7%	92/25.8%
	Economically Disadvantaged	24/18.9%	21/17.2%	34/22.2%
	Students With Disabilities	3/7.5%	4/9.3%	5/10.9%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	136/38.3%	83/23.9%	121/34.6%
	Economically Disadvantaged	42/31.1%	26/18.8%	47/32%
	Students With Disabilities	7/14.3%	6/13.6%	7/14.6%
	English Language Learners	0/0%	0/0%	3/75%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	159/49.1%	177/51.2%	126/42.3%
	Economically Disadvantaged	52/42.3%	58/41.1%	48/37.8%
	Students With Disabilities	9/21.4%	14/26.9%	9/23.1%
	English Language Learners	2/40%	3/60%	1/25%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	32	25	19	22	19	21	31	45		
ELL	23	54		31	15						
ASN	66	41		72	37		67	67	93		
BLK	22	35	37	16	23	28	13	36	80		
HSP	36	36	20	41	30	22	29	42	96		
MUL	46	42	23	47	36	47	33	71	66		
WHT	46	44	40	45	35	34	43	59	76		
FRL	32	36	38	29	29	31	21	44	78		
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						

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
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		
FRL	32	43	46	32	42	40	30	39	41		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	9
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	31
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	63
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	32
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	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
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	47
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

SWD - This group dropped 5 points on ELA and 11 points on Math from the 2019 to the 2021 testing windows. The Learning Gains for ELA dropped by 11 points and 27 points for Math. Science dropped by 7 points while Civics gained 5 points.

African American - This group dropped 6 points on ELA and 12 points on Math from 2019 to 2021. The Learning Gains dropped 9 points on ELA and decreased by 19 points on Math. Science is down by 12 points and Civics is down by 2 points.

ELL - This group dropped 1 point on ELA and decreased on Math by 4 points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our SWD and African American subgroups are the two in most need for improvement. The SWD subgroup, specifically the Lower 25% need assistance in Math while the Black subgroup, specifically the Lower 25% need assistance in Language Arts.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The constant switching back and forth from Remote Learning to Face to Face learning impacted many of our students. When they were at home, they didn't always have the support they needed to full understand the content being taught. Having all Face to Face instruction with the proper supports in the classroom should dramatically improve the comprehension of our students in the lower quartile. We are working on more small group instruction so teachers can pinpoint the areas of need for specific students and slowly start to fill in the learning gaps that have occurred over the past two years.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our SWD and Black subgroups both showed great improvement in the acceleration points category. Our Access points students showed progress despite the back and forth of face to face and remote.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We worked on finding high school level technology classes that we felt would benefit our students in these subgroups so they could hopefully find success in areas other than math and ELA specifically.

Both Math and ELA are studied within this curriculum but it gives the students at chance to see the curriculum in a more real world environment making it easier to understand.

What strategies will need to be implemented in order to accelerate learning?

More small group instruction, with scaffolding, will be needed to move our students closer to proficiency. We are also working on vocabulary to help students better understand what they are reading. Understanding what the words mean should in turn help them to better understand what is being taught.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We are working on de-escalation techniques to start the year off right. Many times students come in with outside issues and these hinder the learning within the classroom. By equipping the teachers with coping techniques, we hope to break through those barriers and allow the students to relax and be able to concentrate on learning when they are here with us at school. Once we make progress here, we want to train our teachers on other teaching procedures such as KAGAN that can in turn increase student engagement and understanding.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have several committees led by different teacher groups to help ensure our teachers are getting the training they need to be successful. These committees will be doing process checks along the way to find out the needs of the faculty so we can continue to provide support. We have an instructional coach that will be giving one on one help to our teachers in the specific areas they need so they can build their skills and also find success.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of****Focus****Description and Rationale:**

Achievement in ELA has not reached 41% proficiency and learning gains in the following sub groups: Economically Disadvantaged (31.2%), Students with Disabilities (14.3%), African American/Black (21.6%) and ELL (23%).

Measurable Outcome:

ELA proficiency will go from 40% on the 2021 FSA to 41% or higher on the 2022 FSA school wide and for all ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, ELL, and Hispanic students. The achievement gap in proficiency between SWD and overall students will decrease by 50%, going from 14.3% on the 2021 ELA FSA to 27% or higher on the 2022 ELA FSA. Students with disabilities will perform at or above the learning gain percentage of overall students.

Monitoring:

The data metrics utilized to monitor the goal will be STAR, district quarterly ELA assessments, and school-based assessments. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review schoolwide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities. The use of USATestPrep effectively helps identify areas of student weakness in regards to specific standards.

Person responsible for monitoring outcome:

Janet Penrose (jpenrose@ecsdfl.us)

Evidence-based Strategy:

1. Provide explicit vocabulary instruction. (strong evidence)
2. Provide direct and explicit comprehension strategy instruction. (strong evidence)
3. Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence)
4. Integrate writing and reading to emphasize key writing features. (moderate evidence)

Rationale for Evidence-based Strategy:

- a. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works ClearingHouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.
- b. According to the Teaching Secondary Students to Write Effectively from What Works ClearingHouse, utilizing writing for a variety of purposes shows positive impact on student achievement.
- c. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

Action Steps to Implement

The leadership team will meet with teachers to discuss FSA and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from STAR, district progress monitoring, My Perspectives, and iLit 45 and meet with teachers and students for data chats.

Person Responsible

Tara Rush (trush1@ecsdfl.us)

Professional development will include the following: implementation of the new ELA curriculum which includes comprehension strategies, vocabulary, writing, and student discourse. PD will also include a co-teaching model for ESE teachers and data analysis to support MTSS.

Person Responsible Tara Rush (trush1@ecsdfi.us)

Planning will occur with Gen-Ed teachers, ESE inclusion, and Reading teachers on a bi-weekly basis to align Tier 1 instruction to the explicit intent of the standards. Our Level 1 students are enrolled in an Intensive Reading class. This intensive Reading class uses the iLit program. New vocabulary lessons are provided 3 times a week and reinforcement of these vocabulary skills are addressed 2 times a week to include: compound words, multisyllabic words, Greek and Latin roots, prefix/suffix. Read Aloud Think Aloud strategy is used 3 times a week as well as recall strategies. Weekly writing assignments with model are provided each week that shows students how their writing should be structured and builds on the previous week's lessons.

Person Responsible Tara Rush (trush1@ecsdfi.us)

Walkthroughs by the leadership team will give valuable information on how to improve the learning environment.

Person Responsible Tara Rush (trush1@ecsdfi.us)

#2. Instructional Practice specifically relating to Math**Area of****Focus****Description and****Rationale:**

Achievement in Mathematics has not reached 41% proficiency and learning gains in the following sub groups: Economically Disadvantaged (28%), Students with Disabilities (10.9%), African American/Black (14.7%) and ELL (30.8%).

Measurable Outcome:

Math proficiency and learning gains will go from 38% on the 2021 FSA to 41% or higher on the 2022 FSA school wide and for all ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, and ELL students. The achievement gap in proficiency between SWD and overall students will decrease by 50%, going from 10.9% on the 2021 Math FSA to 25% or higher on the 2022 Math FSA. Students with disabilities will perform at or above the learning gain percentage of overall students.

Monitoring:

Data from STAR360 and core math unit assessments will be collected, analyzed, and reviewed and broken down by teacher and ESSA groups. Freckle Math will be used consistently throughout the math classes and correlates to the STAR360 assessment. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Janet Penrose (jpenrose@ecsdfi.us)

Evidence-based Strategy:

1. Expose students to multiple problem-solving strategies.
2. Teach students how to use visual representations.
3. Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.

Rationale for Evidence-based Strategy:

1. In analyzing the 2019 FSA data and the current 2020 progress monitoring data, lack of mathematical understanding in order to solve word problems appears to be a hindrance to math proficiency. According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, explicit word problem instruction proved to have a moderate positive effect size on student performance.
2. In analyzing the 2019 FSA data and the current 2020 progress monitoring data, lack of precise mathematical language and understanding appears to be a hindrance to math proficiency. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, explicit mathematical language proved to have a strong positive effect size on student performance.

Action Steps to Implement

Planning will occur with Gen-Ed teachers and ESE inclusion on a bi-weekly basis to align Tier 1 instruction to the explicit intent of the standards.

Person Responsible

Janet Penrose (jpenrose@ecsdfi.us)

Professional Development that will be provided will include: Multiple problem solving strategies, use of visual representations, and mathematical language.

Person Responsible Janet Penrose (jpenrose@ecsdfi.us)

Classroom Walkthroughs will be done on a bi-weekly basis to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine future instructional practices.

Person Responsible Janet Penrose (jpenrose@ecsdfi.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Achievement in Science has not reached 41% proficiency in the following sub groups: Economically Disadvantaged (20%), Students with Disabilities (16.9%), African American/Black (11.8%) and Hispanic (27.3%).
Measurable Outcome:	<p>Science proficiency will go from 34% on the 2021 SSA to 41% or higher on the 2022 SSA school wide and for all ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, and Hispanic students. The achievement gap in proficiency between SWD and overall students will decrease by 50%, going from 16.9% on the 2021 Science SSA to 26% or higher on the 2022 Science SSA.</p> <p>The data metrics that will be utilized to monitor the Science goal will be district created probes, unit tests, and quarterly progress monitoring. Our 8th grade students will also utilize EduSmart software to fill in the gaps of missed instruction due to being out for COVID-related absences.</p>
Monitoring:	The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.
Person responsible for monitoring outcome:	Janet Penrose (jpenrose@ecsdfi.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Provide direct and explicit comprehension strategy instruction with Science text. (strong evidence) 2. Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence) 3. Connect and integrate abstract and concrete representations of concepts in Science. (Organizing instruction and study) 4. Utilizing writing for a variety of purposes including conveying scientific information, making a scientific argument, enhancing understanding of scientific reading, or to share a scientific experience (Writing practice guide) 5. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. (Vocabulary.com)
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> a. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works ClearingHouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement. b. According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearinghouse, connecting and integrating abstract and concrete representations shows positive impact on student achievement. c. According to the Teaching Secondary Students to Write Effectively from What Works ClearingHouse, utilizing writing for a variety of purposes shows positive impact on student achievement.

d. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

Action Steps to Implement

The leadership team will meet with teachers to discuss SSA and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from Schoolnet probes and quarterly district tests for progress monitoring, and meet with teachers for data chats.

Person Responsible Elizabeth (Regina) Sanders (rsanders@ecsdfi.us)

Professional development will include the following: implementation of the Science curriculum which includes comprehension strategies, vocabulary, writing, abstract to concrete through labs, and student discourse.

Person Responsible Elizabeth (Regina) Sanders (rsanders@ecsdfi.us)

Planning with teachers on a bi-weekly basis to align Tier 1 instruction to the explicit intent of the standards.

Person Responsible Elizabeth (Regina) Sanders (rsanders@ecsdfi.us)

Classroom Walkthroughs will be done on a bi-weekly basis to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine future instructional practices.

Person Responsible Elizabeth (Regina) Sanders (rsanders@ecsdfi.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our incidents of fighting and abusive behavior are areas of concern that the school will monitor during the upcoming school year. We will be looking for ways to encourage conflict resolution strategies to replace the urge to use fighting and abusive behavior as a means to resolve issues with other students. We will monitor the number of incidents each quarter, share with our students our discipline data and work on reducing these numbers each quarter. Our main goal is to give our students the opportunity to work out their differences through de-escalation techniques conflict resolution using our PBIS Coach and counselors. When students are in ISS they work through our Suite 360 program that has tailored lessons to address the behaviors. Our Behavior Team meets weekly to share data and look for target areas of need.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Bailey Middle School will focus our parental involvement and engagement on increasing parents' knowledge of school programs and initiatives that are currently being offered across the content areas. Many of these interactions will be virtual for the first part of the school year and then transitioning to face to face as we feel is safe for our families. We use the following to keep our parents informed and involved in our day to day events: School website, weekly call outs, Facebook page, and the School Info App

A positive school environment is maintained with our PBIS program and Capturing Kids' Hearts training. The use of digital badges through FOCUS rather than paper token system has been a great incentive for our students to follow our school motto: BMS- Be Respectful, Make Responsible Choices, and Stay Safe. Not only do our teachers and staff utilize this program, we have extended our reach to the bus drivers and cafeteria staff. These are two hot pocket areas that needed some structure and the PBIS incentives and rewards programs help to fill that need.

Our students attend STAR (Students Taking Responsibility for their Actions) Block once a week. During this time students participate in social emotional learning lessons through our Suite 360 lessons. These lessons are different for each grade level and bring forth those important topics that lead to a more well-rounded student body.

This year we have joined the Anchored4Life team. This is a military-affiliated program that works school wide. The goal is to teach life skills and learn how to adjust to setbacks. The club members are trained to help students new to our school transition successfully to their new environment. Each homeroom chooses a Crew Member that will be a classroom buddy for those coming in new to the school. We are excited to see this program grow and flourish as we move through the school year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Dr. Julia Britt is our PBIS Coordinator. She has a PBIS Committee of Teachers who plan and promote positivity throughout the school. This committee consists of 9 teachers who teach a variety of subjects here at Bailey.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00