

Duval County Public Schools

# Baldwin Middle Senior High School



2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>22</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>27</b>

# 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: 7/1/2021

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	71%
<b>2020-21 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%)
<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>	

\* 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 Duval 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>22</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>27</b>

# Baldwin Middle Senior High School

291 MILL ST W, Baldwin, FL 32234

[www.duvalschools.org/bmsh](http://www.duvalschools.org/bmsh)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">67%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">41%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>	B	B	B	B

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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 college, career and/or service.

### 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
Townsend, Michael	Principal	
Adams, Michael	Assistant Principal	
Kirk, Angela Kinlin	Transition Specialist	
Graham, Joseph	Instructional Coach	
Roberts, Valencia	Teacher, ESE	

### Demographic Information

**Principal start date**

Thursday 7/1/2021, Michael Townsend

**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.*

3

**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.*

14

**Total number of teacher positions allocated to the school**

67

**Total number of students enrolled at the school**

1,400

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

8

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

8

**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	277	201	196	207	236	149	137	1403
Attendance below 90 percent	0	0	0	0	0	0	90	44	23	48	63	40	51	359
One or more suspensions	0	0	0	0	0	0	18	44	25	26	35	10	14	172
Course failure in ELA	0	0	0	0	0	0	12	25	14	14	78	18	13	174
Course failure in Math	0	0	0	0	0	0	7	15	11	15	27	5	12	92
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	178	66	42	31	71	35	61	484
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	133	137	134	115	66	6	5	596
Number of students with a substantial reading deficiency	0	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	142	101	63	69	105	31	39	550

**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	17	28	7	16	49	16	0	133
Students retained two or more times	0	0	0	0	0	0	7	10	8	11	20	15	9	80

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

Tuesday 9/14/2021

**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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	0

**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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	0

**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	24	30	23	21	70	26	12	206
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## 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				40%	47%	56%	42%	47%	56%
ELA Learning Gains				47%	48%	51%	48%	49%	53%
ELA Lowest 25th Percentile				42%	42%	42%	43%	42%	44%
Math Achievement				51%	51%	51%	49%	51%	51%
Math Learning Gains				49%	52%	48%	46%	55%	48%
Math Lowest 25th Percentile				43%	47%	45%	45%	50%	45%
Science Achievement				45%	65%	68%	44%	61%	67%
Social Studies Achievement				66%	70%	73%	66%	67%	71%

### 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	43%	47%	-4%	54%	-11%
Cohort Comparison						
07	2021					
	2019	42%	44%	-2%	52%	-10%
Cohort Comparison		-43%				
08	2021					
	2019	36%	49%	-13%	56%	-20%
Cohort Comparison		-42%				
09	2021					
	2019	36%	48%	-12%	55%	-19%
Cohort Comparison		-36%				
10	2021					
	2019	43%	48%	-5%	53%	-10%
Cohort Comparison		-36%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2021					
	2019	50%	51%	-1%	55%	-5%
Cohort Comparison						
07	2021					
	2019	52%	47%	5%	54%	-2%
Cohort Comparison		-50%				
08	2021					
	2019	33%	32%	1%	46%	-13%
Cohort Comparison		-52%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	34%	40%	-6%	48%	-14%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	54%	67%	-13%	67%	-13%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	72%	69%	3%	71%	1%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	60%	68%	-8%	70%	-10%

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	61%	57%	4%	61%	0%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	61%	-16%	57%	-12%

**Grade Level Data Review - Progress Monitoring Assessments**

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

The progress monitoring tools used by all grade levels was the Progress Monitoring Assessment, or PMA, for quarter 1, 2 and 3.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66/43%	65/39%	72/45%
	Economically Disadvantaged	24/30%	22/24%	28/35%
	Students With Disabilities	8/36%	5/23%	3/14%
	English Language Learners	1/33%	1/50%	1/50%
Mathematics				
	Number/% Proficiency	Fall	Winter	Spring
	All Students	55/36%	64/40%	31/20%
	Economically Disadvantaged	22/28%	23/28%	8/10%
	Students With Disabilities	3/16%	5/25%	1/6%
English Language Learners	1/50%	1/50%	1/50%	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	86/46%	108/55%	68/35%
	Economically Disadvantaged	27/36%	42/51%	23/29%
	Students With Disabilities	6/20%	10/32%	5/18%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	87/48%	107/56%	85/45%
	Economically Disadvantaged	31/41%	41/52%	32/43%
	Students With Disabilities	8/28%	12/39%	7/26%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	31/62%	30/56%	31/60%
	Economically Disadvantaged	13/54%	13/46%	13/57%
	Students With Disabilities	2/40%	1/20%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	96/55%	96/54%	72/42%
	Economically Disadvantaged	44/58%	41/56%	30/44%
	Students With Disabilities	6/27%	5/22%	5/26%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	100/58%	112/62%	107/60%
	Economically Disadvantaged	39/53%	45/58%	37/51%
	Students With Disabilities	9/47%	10/45%	3/15%
	English Language Learners	1/25%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	77/50%	73/46%	103/62%
	Economically Disadvantaged	31/51%	22/34%	39/58%
	Students With Disabilities	3/15%	4/27%	2/10%
	English Language Learners	0/0%	0/0%	1/33%
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	116/60%	75/41%	78/39%
	Economically Disadvantaged	37/53%	24/32%	24/29%
	Students With Disabilities	5/33%	2/14%	2/13%
	English Language Learners	1/25%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41/32%	58/44%	43/31%
	Economically Disadvantaged	12/29%	18/38%	15/31%
	Students With Disabilities	1/17%	2/33%	1/20%
	English Language Learners	0/0%	1/100%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	40/69%	38/61%	35/57%
	Economically Disadvantaged	8/53%	12/71%	9/53%
	Students With Disabilities	1/33%	0/0%	1/33%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0/0%	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83/40%	81/43%	84/46%
	Economically Disadvantaged	30/34%	26/36%	23/33%
	Students With Disabilities	5/17%	8/31%	5/23%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43/42%	31/29%	15/16%
	Economically Disadvantaged	21/49%	11/23%	9/22%
	Students With Disabilities	7/44%	3/18%	3/21%
	English Language Learners	1/100%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	54/56%	41/41%	34/37%
	Economically Disadvantaged	18/44%	14/34%	14/36%
	Students With Disabilities	4/36%	4/31%	4/36%
	English Language Learners	1/50%	1/50%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	19/61%	10/30%	8/53%
	Economically Disadvantaged	7/64%	3/25%	3/60%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/100%	0/0%	1/50%



Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26/31%	23/26%	20/26%
	Economically Disadvantaged	8/30%	9/26%	7/27%
	Students With Disabilities	1/25%	1/10%	2/25%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/31%	16/30%	3/7%
	Economically Disadvantaged	8/35%	10/36%	1/5%
	Students With Disabilities	1/13%	1/11%	0/0%
	English Language Learners	2/50%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	12/46%	8/31%	9/30%
	Economically Disadvantaged	3/33%	4/36%	5/42%
	Students With Disabilities	2/33%	0/0%	3/33%
	English Language Learners	1/100%	1/50%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	45/46%	34/28%	64/49%
	Economically Disadvantaged	16/53%	12/29%	23/52%
	Students With Disabilities	2/25%	2/17%	4/33%
	English Language Learners	2/100%	0/0%	0/0%

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		25/23%	17/16%	23/20%
	Economically Disadvantaged		10/26%	6/17%	10/23%
	Students With Disabilities		2/10%	2/10%	2/9%
	English Language Learners		0/.	0/0%	0/0%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		1/8%	2/12%	0/0%
	Economically Disadvantaged		0/0%	1/13%	0/0%
	Students With Disabilities		0/0%	0/0%	0/0%
	English Language Learners		0/0%	0/0%	0/0%
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0/0%	0/0%	0/0%
	Economically Disadvantaged		0/0%	0/0%	0/0%
	Students With Disabilities		0/0%	0/0%	0/0%
	English Language Learners		0/0%	0/0%	0/0%
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		1/100%	0/.	2/50%
	Economically Disadvantaged		0/.	0/.	1/33%
	Students With Disabilities		0/.	0/.	0/.
	English Language Learners		0/.	0/.	0/.
		Number/% Proficiency	Fall	Winter	Spring

**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	15	29	26	19	20	13	13	29		100	79
ELL	13	15		7	30						
BLK	30	35	28	19	20	17	21	50	53	95	92
HSP	28	33	17	35	38	33	35	54			
MUL	48	52		48	38		53	73			

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
WHT	44	44	35	44	31	25	47	59	68	97	96
FRL	33	37	29	30	27	20	36	50	66	91	95
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				
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

**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	54
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	90
Total Points Earned for the Federal Index	646
Total Components for the Federal Index	12
Percent Tested	92%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
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%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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	54
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?**

The impact on learning from the pandemic is apparent across all students and student subgroups. PMA data trended lower across all subjects comparing 2019-2020 to 2020-2021 school years.

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

Our greatest need for improvement based off data is in the subject area of mathematics, along with bottom quartile students in english 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?**

Lack of quality instruction in a virtual learning environment, combined with increase in student absenteeism, contributed to the decline in student learning. This year, we will ensure standards-based instruction is occurring in all contents, along with standard-aligned student tasks, in order to improve.

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

7th grade mathematics has shown the most improvement.

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

A new teacher was hired who utilizes best-practices in classroom culture, instructional delivery and classroom management.

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

We need to ensure that all lessons fully align to the academic standard posted as the objective, along with aligned student task. In addition, we need to better support our struggling students based on ongoing formative assessment data.

**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.**

Teachers will be given ongoing professional development in the area of classroom culture, standards-aligned instruction, and cognitive theory as it pertains to student task. This will begin in pre-planning and continue throughout the year in early dismissal faculty meetings and common planning.

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

Baldwin is committed to created a system that supports teacher in their instruction, along with students that are struggling (MTSS). This system will be based in tracking on student interventions tied to PBIS.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** The area of focus for Baldwin M-S High is the standards aligned instructional delivery process. As indicated by the 5essentials survey, less than 60% of our teachers support the notion of collective responsibility whose foundation is set through collaboration in PLC and common planning, and this clearly indicates that our students' growth are negatively impacted.

**Measurable Outcome:** The 75% of our teachers will engage in meaningful standards-based instructional delivery that will boost instructional practices as observed via walkthrough protocols and instructional lead teacher observations.

**Monitoring:** This will be monitored by administrative team and ILT utilizing walkthrough tools provided by district or created at Baldwin.

**Person responsible for monitoring outcome:** Michael Townsend (townsendm@duvalschools.org)

**Evidence-based Strategy:** Instructional delivery ensures that students are exposed to standards aligned instruction, tasks, and assessments and promotes targeted student growth at each level. Utilizing the District's Standards Walkthrough tool and the Baldwin's ILT Observation tool, aligned standards and experiences within the instructional delivery can be measured. Common planning and professional learning communities will be monitored and used as the vehicle to ensure that the standards-based instruction and standards aligned tasks and assessments are the responsibility of all teachers in each instructional team.

**Rationale for Evidence-based Strategy:** Marzano's, Danielson's and Brown's research shows that instructional delivery aligned to the collaborative practices centered around standards ensures that tasks and assessments are congruent to set standards, making certain that students show growth beyond previous proficiency levels. In addition, by utilizing best practices in AVID and cognitive theory during instructional delivery, there will be an increase in student mastery of standards.

**Action Steps to Implement**

Workshop administrative team, Ops Team, and ILT on the Standards Based Instruction Continuum and SIP with a focus on student task.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Workshop teachers on the Standards Based Instruction Continuum and SIP with a focus on student task.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Workshop SAC and PTSA on the Standards Based Instruction Continuum and SIP with a focus on student task. (Assistant Principal Kohn and Adams)

**Person Responsible** Michael Adams (adamsm2@duvalschools.org)

Revisit the 2020-2021 FSA data with teachers while noting the indicated trend data as it relates to proficiency levels.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Conduct Professional Development to ensure there is a deeper understand as it relates to Common Planning and Professional Learning Communities.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Conduct initial workshop and construct protocols for Common Planning and PLC

**Person Responsible** Joseph Graham (grahamj@duvalschools.org)

Conduct ILT coaching observations to assess needs and create coaching opportunities. (Operations Team)

**Person Responsible** Angela Kinlin Kirk (kirka@duvalschools.org)

Conduct Walkthroughs with the administrative team to calibrate "look fors" and align expectations.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Conduct ongoing professional development concerning best practices in creating student task aligned to AVID and cognitive theory. (Dominique Standifer)

**Person Responsible** [no one identified]

Conduct checkpoints at the beginning of each quarter to ensure that we are implementing SIP strategies and modify/extend as needed. (Assistant Principal Kohn)

**Person Responsible** [no one identified]

Hire a full reading teacher for Middle School using Title 1 funds. This individual will support students via remediation in mastering standards related to ELA.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Hire a full Language Arts teacher for High School using Title 1 funds. This individual will support students via standards-based instruction in mastering standards related to ELA.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Hire a full Science teacher for High School using Title 1 funds. This individual will support students via standards-based instruction in mastering standards related to Biology and Environmental Science.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Use Title 1 funds to purchase storeroom supplies to assist teachers in standards-based instruction with all students.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Use Title 1 funds to purchase 10 AVI SPL NEC 65" UHD Display, along with the AVI SPL NEC 65" UHD Display Cart Bundle and Lenovo Tiny PC to assist teachers in standards-based instruction with all students. This will allow teachers to increase student engagement by highly effective use of technology.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)



**#2. Culture & Environment specifically relating to Equity & Diversity**

**Area of Focus Description and Rationale:** The focus is to improve the engagement of all students and raise the teacher expectations in planning and preparing for life after graduation as reflected in classroom instructional support, feedback, and communication of postsecondary opportunities. As indicated by the 5essentials survey, students feel as if the focus, feedback, and support as it relates to post-secondary preparedness has not been as helpful to their daily instruction and interaction. What negatively impacts students' feeling of support negatively impacts student learning.

**Measurable Outcome:** All of our teachers participate in district walkthrough and instructional lead teacher observations which include teacher & student discourse and student engagement. This data will be used for monitoring. The EOY 5Essentials survey will be used as the final measure.

**Monitoring:**

**Person responsible for monitoring outcome:** Michael Townsend (townsendm@duvalschools.org)

**Evidence-based Strategy:** Effective feedback, a clear vision for the future and instructional support are building blocks of a solid instructional foundation for students and their future. Utilizing the District's Standards Walkthrough and the Baldwin's ILT Observations coupled with these supports along with opportunity for student voice will enable teachers to focus and grow in the area of supporting the whole child.

**Rationale for Evidence-based Strategy:** John Hattie's work on effective feedback and focus is rooted in providing students with a sense of support using specific feedback and hope coupled with clear direction on how to grow academically, socially and emotionally.

**Action Steps to Implement**

Workshop Administrative team on best practices in classroom environment with a focus on effective feedback and instructional support.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Workshop Ops Team and ILT on best practices in classroom environment with a focus on effective feedback and instructional support. (Assistant Principal Kohn and Adams)

**Person Responsible** Michael Adams (adamsm2@duvalschools.org)

Conduct initial workshop and construct protocols for classroom observations, instructional expectations and establish/reinforce the school vision.

**Person Responsible** Joseph Graham (grahamj@duvalschools.org)

Workshop teachers on best practices in classroom environment with a focus on effective feedback to students as it aligns to school mission/vision.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Conduct ILT coaching observations to assess needs and create coaching opportunities. (Operations Team)

**Person Responsible** Angela Kinlin Kirk (kirka@duvalschools.org)

Support AVID program in middle school and implement AVID program in 9th & 10th grade learning communities to set a foundation for post-secondary goals. (Dominique Standifer)

**Person Responsible** [no one identified]

Create monthly meeting with student leaders in order to leverage student voice and to gather data on student perception of their instructional environment.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Conduct ongoing professional development activities as needed based on observational data and teacher requests in response to observational feedback. (Assistant Principal Kohn and Adams)

**Person Responsible** Michael Adams (adamsm2@duvalschools.org)

Conduct checkpoints at the beginning of each quarter to ensure that we are providing quality feedback and communicating the vision/mission throughout organizational activities, and providing instructional support as needed.

**Person Responsible** Valencia Roberts (robertsv@duvalschools.org)

Utilize Title 1 funds to hire a full time Graduation Coach. This individual will meet with all 11th and 12th grade students, and support school counselors with all other grades, in developing an actionable plan for life after graduation.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Utilize Title 1 funds to hire a full time Middle School Dean. This individual will support students and staff with PBIS strategies for post-secondary readiness.

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

Create opportunities for students in 9th through 12th grade to achieve post-secondary readiness (ACT, SAT, ASVAB).

**Person Responsible** Michael Townsend (townsendm@duvalschools.org)

### 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.

**Compared to data available on the referenced website, our data compares favorably across all students and demographics. Our primary area of concern is student tardiness and truancy. As we move into the upcoming school year and provide students a voice in their school environment, we are finding that much of the tardiness and truancy is driven by lack of student engagement in standards-aligned instruction. We will continue to monitor these two areas of discipline data in particular as a leading indicator of classroom culture and student engagement in learning.**

### 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.

Baldwin Middle-Senior High School takes a multi-faceted approach to building a positive school culture and environment. Teachers will be provided professional development that aligns to best-practices in classroom culture as described by Charlotte Danielson. In addition, a PBIS system of rewards will be created by the Student Services Team to incentivize students to make positive choices throughout the school day. Administration will have a monthly meeting with students (that is voluntary for any student that would like to attend) in order to build rapport and to provide students with a voice in the decision-making process on campus.

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

Students, teachers, support staff, administration, Operations Team Members, community and business partners, and all parents will work to promote positive culture and environment at the school. Specifically, celebrations will be highlighted weekly on campus and shared using social media and weekly parent communications. In addition, a peer counseling program will continue to be developed, along with a student leadership course. These student leaders will model positive culture on campus throughout the school day, but particularly during student lunches and events.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
<b>Total:</b>			<b>\$0.00</b>