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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: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2021-22 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	2021-22: C (44%) 2018-19: C (50%) 2017-18: 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	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	94%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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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 is a school in which all staff are committed to academic and behavioral excellence. Therefore, Bailey Middle School respects the individual needs of children, fosters a caring and creative environment, and emphasizes the social, emotional, physical, and intellectual development of each child. 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 achieve their fullest potential and to be contributing members of society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Palasciano, Tara	Principal	<p>As a member of the school leadership team, I provide instructional leadership necessary to design, develop, implement, support and evaluate the instructional programs utilized at Bailey Middle School. Additional duties and responsibilities summarized: Utilizes current research, outside sources, performance data, and feedback from students, teachers, parents, and the community to make decisions related to improvement of instruction and student performance. Promotes high student achievement and empowers students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. I review performance data and provide feedback to all stakeholders that relate to the success of students.</p>
Jackson, Josh	Assistant Principal	<p>As a member of the school leadership's team, I assist the principal in providing instructional leadership necessary to design, develop, implement, support and evaluate the instructional programs utilized at Bailey Middle School. Additional duties and responsibilities summarized: assist and oversee the daily operation of the school, supervises curricular and extracurricular activities as assigned, provides recommendations to the Principal regarding curriculum improvement, develops the master schedule and assignment of students and staff, assists in the administration of the testing program, assists in gathering, analyzing and interpreting data related to student performance, assists in coordinating the school's accreditation program, oversees volunteer and mentors, establishes the emergency operations and procedures that include evacuation routes, lock down drill, tornado drill, fire drills, first aid kits and bags.</p>
Sanders, Elizabeth (Regina)	Assistant Principal	<p>As a member of the school leadership's team, I assist the principal in providing instructional leadership necessary to design, develop, implement, support and evaluate the instructional programs utilized at Bailey Middle School. Additional duties and responsibilities summarized: assist and oversee the daily operation of the school, supervises curricular and extracurricular activities as assigned, provides recommendations to the Principal regarding curriculum improvement, supervises textbook and equipment selection, acquisition, and inventor, assists with coordinating student field trips, assists in gathering, analyzing and interpreting data related to student performance, manages master school calendar, including training dates and room locations, oversees training points for each training and completing end of year district report district report, reviews and oversee all requests for fundraising, oversees Athletic Participation Monitoring Form.</p>
Britt, Julia	Other	<p>As a member of the school leadership team: I meet with administration and staff to review student data with a</p>

Name	Position Title	Job Duties and Responsibilities
		focus on interventions to learning or behavioral problems. Additional duties and responsibilities include: facilitate meetings to determine and monitor student growth, assist staff in the use and review of data in the appropriate Rtl tiers, facilitate trainings and meetings with staff in Rtl and attendance.
Burnett, Tracey	Teacher, K-12	As a member of the school leadership's team, I assist the principal in teaching students subject matter and/or skills that will contribute to their academic and social development as mature, able, and responsible citizens.
Gainey, Crystal	Dean	As a member of the school leadership's team, I assist the principal in professional development for teachers & staff (classroom management & safety), conduct classroom walkthroughs for behavior and provide help and support for behavior intervention strategies, communicate with families for disciplinary actions, and maintain a focus upon safety
Whitley, Linsay	School Counselor	As a member of the school leadership's team, I assist the principal in providing social and emotional support to students so that they can achieve at their fullest potential.

Demographic Information

Principal start date

Friday 7/1/2022, Tara Palasciano R

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

22

Total number of teacher positions allocated to the school

85

Total number of students enrolled at the school

1,170

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

22

Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	413	401	359	0	0	0	0	1173
Attendance below 90 percent	0	0	0	0	0	0	112	106	93	0	0	0	0	311
One or more suspensions	0	0	0	0	0	0	37	100	66	0	0	0	0	203
Course failure in ELA	0	0	0	0	0	0	25	22	9	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	22	20	6	0	0	0	0	48
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	85	131	110	0	0	0	0	326
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	134	166	91	0	0	0	0	391
Number of students with a substantial reading deficiency	0	0	0	0	0	0	41	74	59	0	0	0	0	174

Using the table above, complete the table below with the number of students by current grade level who have 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	87	128	77	0	0	0	0	292

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	3	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	8	6	5	0	0	0	0	19

Date this data was collected or last updated

Monday 9/26/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	42%	50%				45%	48%	54%
ELA Learning Gains	40%						50%	52%	54%
ELA Lowest 25th Percentile	28%						44%	45%	47%
Math Achievement	38%	33%	36%				49%	46%	58%
Math Learning Gains	41%						49%	47%	57%
Math Lowest 25th Percentile	43%						41%	43%	51%
Science Achievement	45%	43%	53%				45%	43%	51%
Social Studies Achievement	51%	50%	58%				57%	58%	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	2022					
	2019	41%	42%	-1%	54%	-13%
Cohort Comparison						
07	2022					
	2019	40%	43%	-3%	52%	-12%
Cohort Comparison		-41%				
08	2022					
	2019	52%	50%	2%	56%	-4%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	39%	36%	3%	55%	-16%
Cohort Comparison						
07	2022					
	2019	53%	50%	3%	54%	-1%
Cohort Comparison		-39%				
08	2022					
	2019	22%	21%	1%	46%	-24%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	44%	42%	2%	48%	-4%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	54%	2%	71%	-15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	52%	21%	61%	12%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	47%	53%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	27	20	19	37	43	22	25	73		
ELL	33	20		24	29						
ASN	70	47		65	37		70		86		
BLK	21	30	29	15	31	37	15	32	53		
HSP	49	48	39	38	40	32	48	61	73		
MUL	43	41	25	41	46	41	53	50	68		
WHT	49	44	26	49	46	55	54	61	72		
FRL	32	35	27	29	37	41	35	43	60		

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						
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Part III: Planning for Improvement

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 stayed the same in Math from the 2021 to the 2022 state standardized testing. The Learning Gains for ELA dropped by 5 points and increased 15 points for Math. Science increased by 1 point while Civics dropped 6 points.

African American - This group dropped 1 point on ELA and 1 point on Math from 2021 to 2022. The Learning Gains dropped 5 points on ELA and increased 8 points on Math. Science is up by 2 points and Civics is down by 4 points.

ELL - This group increased 10 points on ELA and decreased on Math by 7 points. The Learning Gains dropped 34 points on ELA and increased 14 points on Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The SWD, African American, and ELL subgroups are in most need for improvement. The SWD subgroup, specifically the Lower 25% need assistance in ELA while the Black subgroup, specifically the Lower 25% need assistance in both Language Arts and Math. The ELL students need help in ELA.

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

Contributing factors to the needs for improvement include various instructional vacancies and absence and a need for curriculum standards that align with ELA standards for our ELL population. New actions that would

need to be taken to address improvements should focus on Professional Learning Communities (PLC) that address small group instruction targeting support for all areas of improvement within the instructional environment. Administration will also conduct regular weekly classroom walkthroughs to provide the proper supports in the classroom which should dramatically improve the comprehension of our students in the lower quartile and in our ESSA subgroups. We will implement more small group instruction so teachers can pinpoint the areas of need for specific students and differentiate their instruction to meet the students' needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The greatest improvements seen from the 2021 to the 2022 state assessment were in multiple areas. First, Math learning gains increased 9%, moving from 32% to 41%. Second, Math learning gains in the lowest quartile increased 12%, moving from 31% to 43%. We also saw significant improvements in Math scores with our Black, SWD, and ELL students. Lastly, Science achievement at the 8th grade increased 11% moving from 34% to 45%.

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

The contributing factor to this improvement was that the grade level teachers planned regularly together. The teachers also regularly used their progress monitoring assessment data to inform their instruction. Professional development was provided for all math teachers quarterly by district specialists. Teachers also worked with the district data specialist to disaggregate data.

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

The strategies that will be implemented to accelerate learning is an expectation that only Tier 1 instruction will occur in the classroom on a regular basis. Remediation will occur on our modified block days in small teacher-directed centers utilizing data to differentiate the instruction. After school tutoring has already begun with a focus on all four core areas. Additionally, data will be disaggregated in grade-level content area meetings, and that data will be utilized to inform teachers of areas of focus for small groups. Teachers will need professional development on how to implement small group instruction and training on how to disaggregate data effectively. Teachers will need more time to plan together and to work in their PLCs.

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.

Professional development opportunities provided include bi-monthly support from math, ELA, science, and civics teachers on special assignment who will lesson plan, model and support teachers within those

curriculum areas. Professional development in small group instruction and vocabulary strategies will also be provided.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will be based on reviewing progress monitoring data and ensuring that teachers have the resources, tools and supports needed for success.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. Students in the following sub groups have not reached 41% for the federal index in the following sub groups: Economically Disadvantaged (38%), Students with Disabilities (31%), African American/Black (29%) and ELL (27%). Proficiency in ELA for the same group of students is also not accelerating at an impactful pace from the 2021 to 2022 standardized testing: Economically Disadvantaged (proficiency remained the same), Students with Disabilities (decreased 5%), African American/Black (decreased 1%).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The achievement gap in ELA proficiency between Economically Disadvantaged, SWD, African American/Black, and ELL students and overall students will decrease by 50% for each subgroup. The achievement in proficiency for Economically Disadvantaged students will go from 32% on the 2022 ELA FSA to 36.5% or higher on the 2023 ELA FSA. The achievement in proficiency for SWD students will go from 16% on the 2022 ELA FSA to 28.5% or higher on the 2023 ELA FSA. The achievement in proficiency for African American/Black students will go from 21% on the 2022 ELA FSA to 31% or higher on the 2023 ELA FSA. The achievement in proficiency for ELL students will go from 33% on the 2022 ELA FSA to 37% or higher on the 2023 ELA FSA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. The data metrics utilized to monitor the goal will be district quarterly/unit 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 once 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:

Tara Palasciano (tpalasciano@ecsdfi.us)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented

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)

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

1. 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 a positive impact on student achievement.
2. According to the Teaching Secondary Students to Write Effectively from What Works ClearingHouse, utilizing writing for a variety of purposes shows a positive impact on student achievement.
3. 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 district progress monitoring, My Perspectives, and iLit 45 and meet with teachers and students for data chats.

Person Responsible Tara Palasciano (tpalasciano@ecsdfl.us)

Planning will occur with Gen-Ed teachers, ESE inclusion, and Reading teachers on a monthly 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 Palasciano (tpalasciano@ecsdfl.us)

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

Person Responsible Tara Palasciano (tpalasciano@ecsdfl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Students in the following sub groups have not reached 41% for the federal index in the following sub groups: Economically Disadvantaged (38%), Students with Disabilities (31%), African American/Black (29%) and ELL (27%). Proficiency in Math for the same group of students is also not accelerating at an impactful pace from the 2021 to 2022 standardized testing: Economically Disadvantaged (proficiency remained the same), Students with Disabilities (proficiency remained the same), African American/Black (decreased 1%), and ELL (decreased 7%)</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>The achievement gap in Math proficiency between Economically Disadvantaged, SWD, African American/Black, and ELL students and overall students will decrease by 50% for each subgroup. The achievement in proficiency for Economically Disadvantaged students will go from 37% on the 2022 Math FSA to 37.5% or higher on the 2023 Math FSA. The achievement in proficiency for SWD will go from 19% on the 2022 Math FSA to 28.5% or higher on the 2023 Math FSA. The achievement proficiency for African American/Black will go from 15% on the 2022 Math FSA to 26.5% or higher on the 2023 Math FSA. The achievement in proficiency for ELL students will go from 24% on the 2022 Math FSA to 31% or higher on the 2023 Math FSA.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Data from math unit assessments will be collected, analyzed, reviewed, and broken down by teacher and ESSA groups. 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 once 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.</p>
Person responsible for monitoring outcome:	<p>Josh Jackson (jjackson5@ecsdfi.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<ol style="list-style-type: none"> 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.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. 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. According to Improving Mathematical Problem Solving in Grades 4 through 8 found on What Works Clearinghouse, explicit mathematical representation proved to have a strong positive effect size on student performance.
3. 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Planning will occur with Gen-Ed teachers and ESE inclusion on a weekly basis. The District and school based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

Person Responsible Josh Jackson (jjackson5@ecsdfi.us)

Professional Development will be provided by District Content Specialist and TSAs. The Professional Development that will be provided will include: Multiple problem solving strategies, use of visual representations, and mathematical language.

Person Responsible Tammy Barton (tbarton@escambia.k12.fl.us)

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

Person Responsible Josh Jackson (jjackson5@ecsdfi.us)

#3. Instructional Practice specifically relating to Science**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students in the following sub groups have not reached 41% for the federal index: Economically Disadvantaged (38%), Students with Disabilities (31%), African American/ Black (29%) and ELL (27%). Proficiency in Science for the same group of students is far below the achievement proficiency percentage for the school as a whole. Economically Disadvantaged students have a 10 percentage point gap when compared to the proficiency results of the entire school, Students with Disabilities have a 23 percentage point gap when compared to the proficiency results of the entire school, African American/ Black have a 30 percentage point gap when compared to the proficiency results of the entire school (there was no date for ELL).

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The achievement gap in Science proficiency between Economically Disadvantaged, SWD, and African American/Black and overall students will decrease by 50% for each subgroup. The achievement in proficiency for Economically Disadvantaged students will go from 35% on the 2022 Science FCAT to 40% or higher on the 2023 Science FCAT. The achievement in proficiency for SWD will go from 22% on the 2022 Science FCAT to 33.5% or higher on the 2023 Science FCAT. The achievement proficiency for African American/Black will go from 15% on the 2022 Science FCAT to 30% or higher on the 2023 Science FCAT.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The data metrics utilized to monitor the goal will be Schoolnet 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 once 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:

Tara Palasciano (tpalasciano@ecsdfi.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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 for all)

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

- 1 & 2. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.
3. According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearing House, connecting and integrating abstract and concrete representations shows positive impact on student achievement.
4. According to the Teaching Secondary Students to Write Effectively from What Works Clearing House, utilizing writing for a variety of purposes shows positive impact on student achievement.
5. 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Tara Palasciano (tpalasciano@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 Tara Palasciano (tpalasciano@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 Tara Palasciano (tpalasciano@ecsdfi.us)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students in the following sub groups have not reached 41% for the federal index: Economically Disadvantaged (38%), Students with Disabilities (31%), African American/Black (29%) and ELL (27%). Proficiency in Social Studies for the same group of students is far below the achievement proficiency percentage for the school as a whole. Economically Disadvantaged students have a 8 percentage point gap when compared to the proficiency results of the entire school, Students with Disabilities have a 26 percentage point gap when compared to the proficiency results of the entire school, African American/Black have a 19 percentage point gap when compared to the proficiency results of the entire school (there was no date for ELL).

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The achievement gap in Civics proficiency between Economically Disadvantaged, SWD, and African American/Black and overall students will decrease by 50% for each subgroup. The achievement in proficiency for Economically Disadvantaged students will go from 43% on the 2022 Civics EOC exam to 47% or higher on the 2023 Civics EOC exam. The achievement in proficiency for SWD will go from 25% on the 2022 Civics EOC exam to 38% or higher on the 2023 Civics EOC exam. The achievement proficiency for African American/Black will go from 32% on the 2022 Civics EOC exam to 41.5% or higher on the 2023 Civics EOC exam

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

1. The data metrics that will be utilized to monitor the Civics goal will be district-created probes, unit tests, and quarterly progress monitoring.
2. 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 once 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:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented

1. Provide direct and explicit comprehension strategy instruction with Civics 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 Civics. (Organizing instruction and study)
4. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. (Vocabulary for all)

for this Area of Focus.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

1. 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 a positive impact on student achievement.
2. According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearinghouse, connecting and integrating abstract and concrete representations shows a positive impact on student achievement.
3. 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will meet with teachers to discuss 2012 Civics EOC and prior year progress monitoring data for overall population and specific subgroups. The leadership team will analyze data metrics from 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 Social Studies curriculum which includes comprehension strategies, vocabulary, writing, abstract to concrete representations of concepts in Civics, and student discourse.

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

The leadership team will conduct classroom walks on a weekly basis to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and class walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

School culture and environment involves everyone connected to Bailey Middle School. Positive relationships among staff, students and parents help to support and encourage academic progress as we focus on building effective relationships and rapport.

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. 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 Bailey Bucks is 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.

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 is our second year with an 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 also have a full time Navigator Resource Counselor that works to identify the needs of students and their families outside of school.

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

Bailey Middle School stakeholders are:

Administrators who will work with staff and parents to seek input through informal conversations and surveys and to develop ways to increase parent/family engagement.

Teachers who will make connections with students to build relationships that focus on supporting their academic success. This includes Dr. Julia Britt, 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.

Students who will be encouraged to be kind and responsible to cultivate a positive school climate.

Support Staff who will work to support the instructional environments, greet the general public as parents take care of various needs, keep the school campus safe and cleaning of the campus.

Parents who will be asked to help promote a positive culture and environment by assisting and guiding their child at home with support academically and ensuring that their child is prepared each day for success. Feedback is vital to help improve in various areas within our school culture and environment.