

Duval County Public Schools

# Baldwin Middle Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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## Baldwin Middle Senior High School

291 MILL ST W, Baldwin, FL 32234

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

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Townsend, Michael	Principal	Communication, culture, mathematics, JROTC and athletics.
Kirk, Angela Kinlin	Graduation Coach	Ms. Kirk coordinates ACT & SAT Boot Camps, Sign-ups, and testing days. She also works with our senior counselor to ensure college, career and service planning is occurring with students.
Graham, Joseph	Instructional Coach	Coach Graham is our Testing Coordinator and Athletic Director.
Adams, Michael	Instructional Coach	Mr. Adams coordinates our Peer Counseling & OJT program.
Hubler, Lacie	Assistant Principal	Support ELA, CTE, Duval Ready & Student Services.
Kohn, Memsani	Assistant Principal	Supports Curriculum, School Counseling, Social Studies and Science.
Smith, Jennifer	Teacher, ESE	Fully Released ESE teacher and Department Lead
Fry, Kristen	School Counselor	12 Month School Counselor and Department Lead
Bledsoe, Robert	Dean	Dean of Students L-Z
Durham, Tishanda	Dean	Dean of Students A-K

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SIP development is created with feedback from teachers and staff in summer meetings. Proposed goals are then discussed in the School Advisory Council and with Shared Decision Making Committee.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP Monitoring occurs via monthly SAC and SDMC meetings. It occurs weekly with the School Leadership Teams meeting (Ops Team).

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	45%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	71%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B

<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	62	61	63	186	
One or more suspensions	0	0	0	0	0	0	15	58	45	118	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	5	9	15	
Course failure in Math	0	0	0	0	0	0	1	3	8	12	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	56	79	82	217	
Level 1 on statewide Math assessment	0	0	0	0	0	0	50	76	85	211	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	53	94	89	236

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	8	9
Students retained two or more times	0	0	0	0	0	0	0	4	6	10

### Prior Year (2022-23) As Initially Reported (pre-populated)

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



Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	57	25	18	240	
One or more suspensions	0	0	0	0	0	0	25	55	42	215	
Course failure in ELA	0	0	0	0	0	0	2	6	2	57	
Course failure in Math	0	0	0	0	0	0	2	5	1	43	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	42	58	67	335	
Level 1 on statewide Math assessment	0	0	0	0	0	0	42	63	60	342	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	37	53	44	297

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	6	9	2	69
Students retained two or more times	0	0	0	0	0	0	3	4	1	53

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	57	25	18	100	
One or more suspensions	0	0	0	0	0	0	25	55	42	122	
Course failure in ELA	0	0	0	0	0	0	2	6	2	10	
Course failure in Math	0	0	0	0	0	0	2	5	1	8	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	42	58	67	167	
Level 1 on statewide Math assessment	0	0	0	0	0	0	42	63	60	165	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	37	53	44	134

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	6	9	2	17
Students retained two or more times	0	0	0	0	0	0	3	4	1	8

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	39	46	50	40	45	51	40		
ELA Learning Gains				42			42		
ELA Lowest 25th Percentile				37			31		
Math Achievement*	36	44	38	40	37	38	37		
Math Learning Gains				38			29		
Math Lowest 25th Percentile				39			23		
Science Achievement*	38	62	64	48	43	40	40		
Social Studies Achievement*	58	66	66	66	53	48	56		
Middle School Acceleration	83			75	52	44	67		
Graduation Rate	93	88	89	90	50	61	97		
College and Career Acceleration	87	77	65	90	63	67	94		
ELP Progress	15	37	45	0			90		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	93

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	605
Total Components for the Federal Index	12
Percent Tested	98
Graduation Rate	90

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	13	Yes	2	2
AMI				
ASN				
BLK	55			
HSP	62			
MUL	48			
PAC				
WHT	65			

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	38	Yes	1	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	44			
ELL	25	Yes	1	1
AMI				
ASN				
BLK	50			
HSP	45			
MUL	40	Yes	1	
PAC				
WHT	57			
FRL	52			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	39			36			38	58	83	93	87	15
SWD	26			16			28	43		83	6	
ELL	11			12							3	15
AMI												
ASN												
BLK	32			26			28	51	83	80	7	
HSP	42			34			38	59		100	6	
MUL	44			38			43	67			4	

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	43			42			43	61	82	89	7	
FRL	35			30			33	54	68		6	9

## 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	40	42	37	40	38	39	48	66	75	90	90	0
SWD	18	31	29	22	34	43	27	52	58	100	74	
ELL	21	54										0
AMI												
ASN												
BLK	27	39	37	26	32	33	34	54	82	96	90	
HSP	31	39	47	40	42	50	41	72				
MUL	42	44	30	35	32		50	50				
PAC												
WHT	46	43	34	47	40	43	55	72	74	85	91	
FRL	34	40	38	34	36	37	45	62	73	100	77	

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	42	31	37	29	23	40	56	67	97	94	90
SWD	15	29	26	19	20	13	13	29		100	79	
ELL	13	15		7	30							90
AMI												
ASN												
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				
PAC												
WHT	44	44	35	44	31	25	47	59	68	97	96	
FRL	33	37	29	30	27	20	36	50	66	91	95	

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	48%	44%	4%	50%	-2%
07	2023 - Spring	38%	40%	-2%	47%	-9%
08	2023 - Spring	33%	41%	-8%	47%	-14%
09	2023 - Spring	38%	42%	-4%	48%	-10%
06	2023 - Spring	38%	38%	0%	47%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	43%	-11%	54%	-22%
07	2023 - Spring	22%	40%	-18%	48%	-26%
08	2023 - Spring	39%	45%	-6%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	35%	-11%	44%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	52%	-4%	50%	-2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	52%	-14%	48%	-10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	64%	-11%	63%	-10%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	63%	1%	66%	-2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	60%	-11%	63%	-14%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data that showed the lowest performance was proficiency in 6th & 7th grade mathematics. That occurred due to a teacher vacancy in that position.

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

The data that showed the lowest performance was proficiency in 6th & 7th grade mathematics. That occurred due to a teacher vacancy in that position.

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

The data that showed the lowest performance was proficiency in 6th & 7th grade mathematics. That occurred due to a teacher vacancy in that position.

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

The data components that showed the most improvement were 8th Grade Math and Geometry. Improvement in 8th Grade Math was due to the hire of a new teacher that was highly effective. The improvement in geometry was based on the change in course progression placing Geometry after Algebra 2.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Our two areas of concern are Biology proficiency and US History proficiency.

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

Our number one priority is improving the academic culture in our students. Our next priority is continuing to ensure that students graduate equipped to succeed with a plan for college, career or military service.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Using the student results of our 5 Essentials survey, classroom walkthroughs and observations, and student focus groups, our student engagement in Core Academics is an area of concern. This is made further evident with our State Assessment results from 2022-2023 where only 40% of our students were reading and math proficient.

**Measurable Outcome:**

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

When observed, 100% of our Core Academic classrooms will be utilizing a WICOR strategy daily as the foundation of student engagement in learning a benchmark standard or skill.

**Monitoring:**

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

This will be monitored via administrator classroom walkthroughs and CAST observations. It will also be monitored by reviewing lesson plans weekly by administration and academic interventionist. It will be monitored monthly by our Instructional Resource Team meeting as they review student outcomes on standards-based assessments. Finally, it will be monitored by peer-to-peer classroom walkthroughs with feedback as part of annual PD calendar.

**Person responsible for monitoring outcome:**

Michael Townsend (townsendm@duvalschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

WICOR is a research-based best practice in instruction as it pertains to increasing student engagement when learning. Writing, Inquiry, Collaboration, Organization and Reading serve as the foundation for engaging instruction that is cognitively demanding and results in student mastery of benchmarks.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

This strategy was created by teachers and staff that attended a summer workshop to help create the SIP. As an AVID school, we recognized that combining the goals and focus of our AVID Site Plan would best serve our teachers, students and stakeholders.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

100% AVID trained staff via monthly PD on WICOR strategies, lesson planning. This will occur in early release faculty meetings & PLC as part of the 3+1 model. Focus for academic year will be on collaboration, organization, note taking & study skills.

**Person Responsible:** Lacie Hubler (hublerl@duvalschools.org)

**By When:**

Coaching cycles on lesson planning with instructional modeling for our 12 new core academic teachers.

**Person Responsible:** Memsani Kohn (banks@duvalschools.org)

**By When:**

Peer-to-peer walkthrough with feedback. Completed as part of the 3+1 Common Planning/PLC rotation monthly.

**Person Responsible:** Lacie Hubler (hublerl@duvalschools.org)

**By When:**

Creating Tribal Tutors program where leading High School students support Middle School teachers & students in the classroom. High School students will receive monthly City Year training like Core Members.

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

**By When:**

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

**Person Responsible:** Lacie Hubler (hublerl@duvalschools.org)

**By When:**

Hire a full time 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:** Lacie Hubler (hublerl@duvalschools.org)

**By When:**

Hire two full time Math teachers for Middle School using Title 1 funds. This individual will support students via standards-based instruction in mastering standards related to middle school mathematics.

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

**By When:**

Hire two full time Science teachers for High School using Title 1 funds. This individual will support students via standards-based instruction in mastering standards related to high school science.

**Person Responsible:** Memsani Kohn (banks@duvalschools.org)

**By When:**

Hire a full time Social Studies teacher for Middle School using Title 1 funds. This individual will support students via standards-based instruction in mastering standards related to social studies.

**Person Responsible:** Memsani Kohn (banks@duvalschools.org)

**By When:**

Hire a full time Math Interventionist using Title 1 funds. This individual will support students via remediation in mastering standards related to Algebra 1.

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

**By When:**

Leadership book read of Question Everything: the Ride of AVID as America's Largest College Readiness Program

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

**By When:**

Reimagining of Middle School Intensive Reading curriculum and instruction by leveraging AVID best-practices to supplement Language Live online curriculum.

**Person Responsible:** Lacie Hubler (hublerl@duvalschools.org)

**By When:**

**#2. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Using the student results of our 5 Essentials survey, informal student conversations and student focus groups, students expressed not having enough practical instruction on post-secondary planning or being equipped with essential skills in their pathway. Baldwin had historically been a "college only" pathway school with 3 HSAP pathways. AVID was seen only as a college preparatory program. JROTC was incorporated in 2019-2020. Three CTE Academies were incorporated in 2021-2022.

**Measurable Outcome:**

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

By graduation, 80% of graduating students will have a post-secondary plan for college, career or military service that they are prepared to pursue. 100% of our students will have been repeatedly exposed to essential skills to be successful in their chosen pathway.

**Monitoring:**

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

This will be monitored by School Counselors when they conduct credit checks with students. It will be monitored by ELA, Math & Social Studies teachers as students complete life/career planning activities throughout the school year. It will be monitored by deans, academic coaches, and remaining staff when they have dialogue with students about post-secondary plans. It will be monitored by Instructional Resource Team and Administration to ensure essential skills are being taught based on chosen pathway.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will work to complete a series of activities that has been created to scaffold from 6th through 12th grade as students explore (6th & 7th grade), decide (8th & 9th grade) and ultimately pursue (10th-12th grade) one of the primary post-secondary pathways of college, career or military service.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

This strategy was created by teachers and staff that attended a summer workshop to help create the SIP. We recognized that we must create space within our yearly instruction for students to explore personality and learning style interests, careers that might fit, and the pathways to pursue that career upon graduation. These activities allow students to build this aware over a seven year continuum as opposed to waiting for 12th grade.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Conduct a half-day summer planning session with staff across all grade levels and contents to address student post-secondary planning and preparation.

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

**By When:**

Conduct credit checks with students with a one-on-one data chat to ensure that students are appropriately scheduled for graduation AND are pursuing the correct post-secondary pathway based on student aspirations and skills.

**Person Responsible:** Kristen Fry (fryk@duvalschools.org)

**By When:**

Schedule an ASVAB exam for all 11th grade students, and select 12th grade students to take in-school. Follow up with a meeting with recruiters to help students better understand their score and potential service options.

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

**By When:**

Creation of the Instructional Resource Team that will meet monthly to ensure instruction in core academics, HSAP courses, CTE academies and JROTC align to essential skills for students.

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

**By When:**

Purchase 4 printers (Emtec Lexmark Laser Multiprinter) for student access in core classrooms to complete career planning activities.

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

**By When:**

Ensure that 100% of graduates are exposed to and earn Duval Ready credentialing.

**Person Responsible:** Lacie Hubler (hublerl@duvalschools.org)

**By When:**

Conduct a monthly Tribal Council meeting to leverage 30% of high school student body that is enrolled in Peer Counseling, Leadership, HSAP, CTE leadership, or functions as a Tribal Tutor. This meeting will emphasize goal of students graduating with a plan and essential skills, and allow them to provide leadership with progress monitoring. Students will also help leadership cultivate goals for Student Body if A is maintained.

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

**By When:**

Scheduling of HSAP for equity along with a monthly meeting with these students for academic support and teacher feedback. This will transition to bi-weekly meeting in January and weekly after Spring Break.

**Person Responsible:** Memsani Kohn (banksms@duvalschools.org)

**By When:**

Ensure all Landscape Operations maintain Master Academy, that Digital Marketing earns Master Academy, and that ERAU earns Advanced Academy by end-of-year.

**Person Responsible:** Lacie Hubler (hublerl@duvalschools.org)

**By When:**

Schedule 100% of Middle School and High School students to be program completers of CTE programs, and have 75% of these students earn an Industry Certification annually.

**Person Responsible:** Lacie Hubler (hublerl@duvalschools.org)

**By When:**

Expand internship & apprenticeship opportunities for graduating students pursuing career pathway past CMC, JFRD, and IBEW. 2023-2024 targets are UA Pipefitters & Plumbers and Seafarers International Union.

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

**By When:**

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

School will disseminate this SIP using principal's Weekly Update message, along with hard copies in the Title 1 Parent Resource Room and Front Office counter.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Baldwin has an active PTSA, SAC, and multiple community partner meetings that occur monthly to encourage parents to participate in the educational needs of their students.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Baldwin will continue to leverage its status as a combination school to meet the needs of its students over a 7 year period. Every high school academic program has a corresponding middle school program. In addition, more than 200 high school students participate in accelerated curriculum and the mentoring/tutoring of middle school students.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

This plan is developed with input from multiple programs including 5000 Role Models or Excellence, Generation WOW, and CTE academy teachers.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Baldwin participates in DCPS's Full Service School program and utilizes a full-time mental health counselor on campus.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Baldwin offer 3 academic programs that align to career preparation. These are Landscape Operations, Digital Marketing and ERAU Unmanned Flight. These programs allow students to earn credentials in workforce skills along with industry certifications before graduation.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Baldwin has been and will continue to be a PBIS Model School. We utilize Peer Counseling, Student Leadership, a token Economy award system and professional development of all staff to ensure we utilize effective PBIS strategies.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

All staff participates in year-long PD that aligns to WICOR strategies as provided by AVID. As an AVID school, this PD allows staff to meet the diverse educational needs of all of our students. This PD begins in preplanning, and then continues monthly in content PLCs and faculty meetings.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A