

Escambia County School District

Jim C. Bailey Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Jim C. Bailey Middle School

4110 BAUER RD, Pensacola, FL 32506

www.escambiaschools.org

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.

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, 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
Palasciano, Tara	Principal	<p>Provide leadership to constantly improve the academic program, behavioral program, school culture and climate and community relations of Bailey Middle School</p> <p>Oversee student academics as related to the instructional environment and provides evaluative feedback for teachers on evaluation list.</p> <p>Conduct weekly lesson plan checks for teachers on evaluation list.</p> <p>Implement lesson plan accountability and CPalms standards alignment</p> <p>Oversees Instructional & Support Coaches</p> <p>Observe classroom instruction and provide feedback in all classrooms campus wide</p> <p>PLC Team Member of assigned PLCs</p> <p>Provide input into the development of master schedule working with the Assistant Principals</p> <p>Work with Deans and Behavior Coaches in discipline protocols</p> <p>Create a systemic way to recognize teachers'/staffs' positive contributions to Bailey Middle School that go above and beyond the call of duty that foster a culture of students first, academic excellence, unity & kindness</p>
Jackson, Josh	Assistant Principal	<p>Provide leadership to constantly improve the academic program.</p> <p>Oversee student academics as related to the instructional environment and provides evaluative feedback for teachers on evaluation list.</p> <p>Observe classroom instruction and provide feedback in all classrooms campus wide</p> <p>Conduct weekly lesson plan checks for teachers on evaluation list.</p> <p>Implement lesson plan accountability and CPalms standards alignment</p> <p>PLC Team Member of assigned PLCs</p> <p>Create a systemic way to recognize teachers'/staffs' positive contributions to Bailey Middle School that go above and beyond the call of duty that foster a culture of students first, academic excellence, unity & kindness</p>
Thomas, Juanda	Assistant Principal	<p>Provide leadership to constantly improve the academic program.</p> <p>Oversee student academics as related to the instructional environment and provides evaluative feedback for teachers on evaluation list.</p> <p>Observe classroom instruction and provide feedback in all classrooms campus wide</p> <p>Conduct weekly lesson plan checks for teachers on evaluation list.</p> <p>Implement lesson plan accountability and CPalms standards alignment</p> <p>PLC Team Member of assigned PLCs</p> <p>Oversees parent & teacher concerns, conferences, and calls for students with an IEP.</p> <p>Serves as the LEA for IEP Meetings</p> <p>Create a systemic way to recognize teachers'/staffs' positive contributions to Bailey Middle School that go above and beyond the call of duty that foster a culture of students first, academic excellence, unity & kindness</p>

Name	Position Title	Job Duties and Responsibilities
Costello, Harmony	Other	LEA for IEP Meetings Access Points support Provide support and problem solving for ESE and GE staff Provide monitoring and support for IEP development and implementation Support and facilitate ESE updates and training needs Ensure classroom curriculum needs are met Liaison between district staff and building staff
Pryor, Jennifer	Other	LEA for students with an IEP Completes FBA/PBIPS for all ESE students Oversees and attends all manifestation meetings Provides input to Deans on ESE referrals Conducts classroom walkthroughs each week in classrooms Manages CICO for ESE students
Barksdale, Lori	Teacher, K-12	Math Teacher
Peters, Cameron	Other	
Wetzel, Roberta	Instructional Media	
Harris, Jamie	Teacher, K-12	
Bryans, Rachel	Teacher, K-12	

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.

The School based Leadership Team, Members of PTSA and the Student Advisory Council were all invited to provide input. Emails were sent to each individual requesting input. The only members that expressed interest in participating were 4 members of Bailey's School Based Leadership Team. They, along with Bailey's administrative team, developed the School Improvement Plan.

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))

The SIP will be reviewed every 9 weeks to analyze progress towards the stated goals. At the 9 week review meetings, behavioral, ESSA, and assessment data will be analyzed to determine if the goals are on track to be met. If the school is not on track, alternate or additional goals will be set.

Demographic Data

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

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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	110	107	143	360	
One or more suspensions	0	0	0	0	0	0	52	130	141	323	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	14	12	10	36	
Course failure in Math	0	0	0	0	0	0	26	17	11	54	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	67	74	106	247	

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	37	70	79	186

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	8	5	0	13
Students retained two or more times	0	0	0	0	0	0	5	7	5	17

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	112	106	93	311	
One or more suspensions	0	0	0	0	0	0	37	100	66	203	
Course failure in ELA	0	0	0	0	0	0	25	22	9	56	
Course failure in Math	0	0	0	0	0	0	22	20	6	48	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	85	131	110	326	
Level 1 on statewide Math assessment	0	0	0	0	0	0	134	166	91	391	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	41	74	59	174	

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	87	128	77	292	

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

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	112	106	93	311	
One or more suspensions	0	0	0	0	0	0	37	100	66	203	
Course failure in ELA	0	0	0	0	0	0	25	22	9	56	
Course failure in Math	0	0	0	0	0	0	22	20	6	48	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	85	131	110	326	
Level 1 on statewide Math assessment	0	0	0	0	0	0	134	166	91	391	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	41	74	59	174	

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	87	128	77	292	

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

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	40	49	41	42	50	40		
ELA Learning Gains				40			41		
ELA Lowest 25th Percentile				28			35		
Math Achievement*	41	45	56	38	33	36	38		
Math Learning Gains				41			32		
Math Lowest 25th Percentile				43			31		
Science Achievement*	39	40	49	45	43	53	34		
Social Studies Achievement*	51	59	68	51	50	58	53		
Middle School Acceleration	64	73	73	70	47	49	78		
Graduation Rate					41	49			
College and Career Acceleration					57	70			
ELP Progress		39	40		79	76			

* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	9
Percent Tested	98
Graduation Rate	

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	24	Yes	4	2
ELL	44			
AMI				
ASN	74			
BLK	30	Yes	4	2
HSP	60			
MUL	50			
PAC				
WHT	51			
FRL	39	Yes	2	

2021-22 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	31	Yes	3	1
ELL	27	Yes	3	1
AMI				
ASN	63			
BLK	29	Yes	3	1
HSP	48			

2021-22 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%
MUL	45			
PAC				
WHT	51			
FRL	38	Yes	1	

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

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
All Students	39			41			39	51	64			
SWD	17			22			20	36			4	
ELL	35			53							2	
AMI												
ASN	68			63					91		3	
BLK	25			24			20	30	52		5	
HSP	47			55			58	67	75		5	
MUL	36			44			40	56	72		5	
PAC												
WHT	45			46			44	59	59		5	
FRL	32			33			32	44	56		5	

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	41	40	28	38	41	43	45	51	70			
SWD	16	27	20	19	37	43	22	25	73			
ELL	33	20		24	29							
AMI												
ASN	70	47		65	37		70		86			

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
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			
PAC												
WHT	49	44	26	49	46	55	54	61	72			
FRL	32	35	27	29	37	41	35	43	60			

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	41	35	38	32	31	34	53	78			
SWD	21	32	25	19	22	19	21	31	45			
ELL	23	54		31	15							
AMI												
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			
PAC												
WHT	46	44	40	45	35	34	43	59	76			
FRL	32	36	38	29	29	31	21	44	78			

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
07	2023 - Spring	35%	37%	-2%	47%	-12%
08	2023 - Spring	36%	38%	-2%	47%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	40%	37%	3%	47%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	36%	41%	-5%	54%	-18%
07	2023 - Spring	42%	48%	-6%	48%	-6%
08	2023 - Spring	42%	31%	11%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	38%	36%	2%	44%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	38%	24%	50%	12%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	55%	-6%	66%	-17%

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 lowest performance in 2022-2023 was proficiency in the area of ELA with students with disabilities having a federal index of 13.6%. Contributing factors to this performance were: staffing changes mid-year, two first year teachers, daily attendance at 90% overall, and on average, 36% of students with disabilities missed five or more school days in quarters one through four. On average, 26% of students with disabilities received disciplinary referrals in quarters one through four. Historically, students with disabilities performed below other ESSA subgroups in ELA.

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

Data from students with disabilities in ELA showed a negative decline of 2.4% from the prior year. Factors contributing to this decline were due to staffing changes mid-year.

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 greatest gap in comparison to the state average for 2022-2023, was in algebra with a gap of -24.2%. Factors contributing to this gap were students who had lower reading proficiency on the FAST (level 1 and 2), which may have contributed to this gap. District data has shown that students performing at a level 3 on the FAST math and those that performed at a level 1 or 2 in reading were not successful in passing the Algebra EOC. Next year, these students are going to be scheduled into Biology instead of Algebra.

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

ELL student performance increased from 0% to 37.5% in Civics. Students were able to have the same teacher for consecutive years.

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

Potential area(s) of concern are student absences of five or more days. Overall student absenteeism averaged 382 students, economically disadvantaged students averaged 38.25 absences, students with disabilities averaged 69.5 absences, and an average of 116 African American students were absent in the 2022-2023 school year.

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

Priorities for the upcoming (2023-2024) school year: develop a multi-year approach for reducing absenteeism, assist students who are economically disadvantaged with understanding socially appropriate behaviors to reduce disciplinary referrals, assign mentors, and identify areas of need for each student. Utilize the PBIS coordinator to assist in the reduction of negative student behaviors.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**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.

The PBS coordinator will develop attendance incentives for students. He will also create a mentorship program pairing students with staff and/or community members that exhibit attendance concerns to encourage school attendance.

Measurable Outcome:

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

Economically Disadvantaged students exhibit the highest number of absences as reported by 5 days or more. As reported in 2022-2023 the following number of students missed 5 or more days in the following quarters: Q1: 174, Q2: 313, Q3: 60, Q4: 294. In 2023-2024 school year the goal is to decrease the absences by 50% to achieve the following data: Q1: 87, Q2: 157, Q3: 30, Q4: 147.

Monitoring:

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

The PBS Coach will pull the weekly attendance data for Economically Disadvantaged students and provide rewards and incentives for the students that have missed zero days

Person responsible for monitoring outcome:

Cameron Peters (cpeters@ecsdfl.us)

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.)

1. Schools have a multitiered system in place that supports the behavioral practices—from school-wide to individualized levels (10 Keys to Behavior- Tier 1).
2. School decisions are guided by school-wide discipline data (10 Keys to Behavior- Tier 1).
3. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success (Preventing Dropout in Secondary Schools- Tier 2).
4. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems (Preventing Dropout in Secondary Schools- Tier 2).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. According to 10 Keys to Behavior Practice Guide from The Meadow Center, having a multitiered system in place that supports the behavior practices from the school-wide to the individualized levels shows a positive impact on student achievement, behavior, and attendance. (Tier 1)
2. According to 10 Keys to Behavior, school decisions guided by school-wide discipline data show a positive impact on student behavior and attendance. (Tier 1)
3. According to Preventing Dropout in Secondary Schools, providing intensive, individualized support to students who have fallen off track and face significant challenges to success has a positive impact on student achievement, behavior, and attendance. (Tier 2)
4. According to Preventing Dropout in Secondary Schools, monitoring the progress of all students, and proactively intervening when students show early signs of attendance, behavior, or academic problems has a positive impact on student achievement, behavior, and attendance. (Tier 2)

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.

Data: The Behavior team will meet monthly to review attendance and behaviors. **Attendance:** These meetings will be to identify student attendance for child studies. At these meetings, students missing more than 5 days of school or more will be identified and referred to guidance and/or the Navigator for attendance child study. **Behavior:** The purpose of these meetings will be to review Office Disciplinary Referrals to identify and act on needs for behavioral interventions. Office Disciplinary Referrals will be the data collected and analyzed to determine students in need of interventions. Data to be reviewed include the number of major vs. minor referrals, the number of referrals written by specific teachers to identify teachers in need of coaching, and high numbers of referrals for specific students to identify needs for behavioral interventions. Action steps for each teacher or student will be identified and assigned to each member of the disciplinary team.

Person Responsible: Tara Palasciano (tpalasciano@ecsdfi.us)

By When: Attendance incentives will begin the second week of the school year. The data will be reviewed monthly.

#2. Instructional Practice specifically relating to ELA**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.

Achievement in ELA has not realized adequate improvement from previous years. In 2022-2023 the proficiency for the following students was reported: Economically Disadvantaged (31%) Students with Disabilities (13.6%) , ELL (31.3%), and African American (24.1%).

Measurable Outcome:

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

ELA proficiency will go from 38% (proficiency*) on the 2023 FAST to 42% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups of SWD, African American/Black, Economically Disadvantaged, and ELL in ELA proficiency for ESSA subgroups will increase by 50%.

The achievement gap in the low performing sub groups in ELA will decrease by 50%. Economically Disadvantaged will increase by 3.5% to 34.5, SWD will increase 12.2% to 25.2%, ELL will increase 3.4% to 34.7% , and African American will increase 7% to 45% on the 2024 ELA FAST PM3.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

Monitoring:

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

PM1 and PM2 data chats will be utilized to monitor progress towards desired goals. 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:

Tara Palasciano (tpalasciano@ecsdf.us)

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.)

1. School leadership ensures that teachers have a shared understanding of the curriculum and standards across the grades. (10 Key Practices for Assessment in Schools (Tier 1)
2. Schools use assessment to enhance student learning, beyond just measuring it. (10 Key Practices for Assessment in Schools (Tier 1)
3. Teachers provide a language-rich classroom environment by intentionally and regularly using academic vocabulary and supporting students' use of academic Vocabulary. (Tier 1)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. According to 10 Key Practices for Assessment in Schools, ensuring that teachers have a shared understanding of the curriculum and standards across the grades has a positive impact on student performance.
2. According to 10 Key practices for Assessment in Schools, using assessment and timely feedback to enhance student learning has a positive effect size on student performance.
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.

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.

ESSA subgroups will be targeted to increase achievement:

1. Provide direct and explicit comprehension strategy instruction with Science text. (Tier 1)
2. Provide opportunities for extended discussion of text meaning and interpretation. (Tier 2)
3. Connect and integrate abstract and concrete representations of concepts in Science. (Tier 1)
4. Utilizing writing for a variety of purposes (Tier 2)
5. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. (Tier 1)
6. Remedial teacher will pull ESSA/RTI Academic students out of elective courses for small group remediation (Tier 3)

*Close Reading & Writing Training will be provided by the Principal to Social Studies, ELA, and Science. Initial training will occur in the Fall with follow up and additional support occurring during PLC meetings during planning periods. The grade level lead and/or the Principal will guide the PLC.

Person Responsible: Tara Palasciano (tpalasciano@ecsdf.us)

By When: The Literacy Initiatives will begin the first week of school. Classroom walkthroughs will happen weekly to analyze effectiveness. The remedial teacher will start small group no later than 8/21.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered

based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

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.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.

<https://www.escambiaschools.org/jbms>

<https://www.escambiaschools.org/Page/2409>

The plan will be discussed once a month at the PLC meetings, faculty meetings, and school based leadership team meetings.

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))

During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. Two academic Family Nights are scheduled to build the capacity of families in Language Arts and Math. Teachers will share strategies which can be used at home. Teachers will send monthly information home to parents regarding their child's academic and social progress. Parents will also be taught how to use Focus at the first Title 1 Family Event of the year. Weekly callouts will remind parents to check Focus for their child's grades. Guidance will also contact parents regarding student grades every two weeks.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website.
<https://www.escambiaschools.org/jbms>

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))

The school has scheduled over 250 students that are indicated in two or more ESSA groups for targeted time during research. These students have been scheduled with ESE Inclusion Support teachers and general education teachers with proven success with students of high need. During this research time, the students will be working on strategies that the teachers will be trained in by FDLRS. The first strategy will be the Word ID strategy. In subsequent months, students will shift to new strategies as they master each one.

Additionally, 8th grade students that scored a Level 3 on the FAST Math test, but were a Level 1 or 2 on the FAST reading test have been scheduled into Biology instead of Algebra. According to district data, these students found greater success when scheduled in this manner.

Gifted students will be scheduled into the accelerated gifted course.

300 8th grade students have been scheduled into the 8th grade Computer Fundamentals course as compared to 150 students in year's past. An additional teacher was hired for this course to increase the number of students able to take the course.

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))

Title IV, Part A: Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.

Carl Perkins Career and Technical Education Act: Provides funds to increase the quality of career and technical education.

Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

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))

The school has a Navigator on Campus that provides students with food and clothing needs both for the student and the family. The Navigator is also able to assist families with outside agencies to help with areas of need.

The school has an outside counselor through Children's Home Society that provides individual and small group counseling to students.

The school has a Military Family Counselor that is on staff to assist military connected students with counseling and resources.

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))

Students have the opportunity to take an 8th grade high school credit computer course which can result in an industry certification for the student.

Students are able to take high school level Spanish courses as an elective.

All students have the opportunity to take Culinary courses offered for grades 6th-8th.

Students will have the opportunity to take high-school level courses in Algebra, Geometry, and Biology

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).

All students in Tier 1 are rewarded for positive behavior through bi-monthly opportunities to shop in the school store and quarterly opportunities to attend a field day. However, when students receive their second referral they are referred to guidance for counseling services and support. Upon receiving the third referral, a student is referred to RTI for behavior and is assigned a school based mentor. At this time, a student is provided with an opportunity to choose an incentive for complying with school rules and norms. The 4th referral results in a check in/checkout sheet and a consideration for Tier 3 is discussed with the Children's First Team, which includes the PBS Coach, the two deans, the RTI Coordinator, guidance, and the Principal.

These interventions are in addition to the in-house counseling and peer activities that we do for all students in Tier 1.

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 teachers will work with district level coaches for their subject area in their PLCs. Teachers will participate in a book study led by the Principal titled, "Disrupting Poverty," by Ruby Payne. All Language Arts teachers will be trained in effective practices in writing. All teachers school wide (with the exception of Math, PE, and Vocational) will be trained in Close Reading. Lastly, Kagan Corporation will be training the staff for three full days throughout the year and providing coaching support.

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))

not applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes