Baldwin Middle Senior High School

2022-23 Schoolwide Improvement Plan

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Baldwin Middle Senior High School

291 MILL ST W, Baldwin, FL 32234

www.duvalschools.org/bmsh

Demographics

Principal: Michael Townsend

Start Date for this Principal: 8/26/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	71%
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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: B (55%) 2018-19: B (57%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
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 Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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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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)
High School 6-12	Yes	71%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Baldwin Middle-Senior High School is dedicated to providing high-quality educational opportunities for all students.

Provide the school's vision statement.

A place where every member of the Baldwin Middle-Senior High School family is inspired and equipped for success in college, career and/or service.

School Leadership Team

Membership
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
Townsend, Michael	Principal	
Roberts, Valencia	Teacher, ESE	FRVE
Graham, Joseph	Curriculum Resource Teacher	Test Chair & Athletic Director
Kirk, Angela Kinlin	Graduation Coach	

Demographic Information

Principal start date
Friday 8/26/2022, Michael Townsend

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.*
5

Total number of teacher positions allocated to the school
2

Total number of students enrolled at the school
1,379

Identify the number of instructional staff who left the school during the 2021-22 school year.
15

Identify the number of instructional staff who joined the school during the 2022-23 school year.
15

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	189	218	193	238	224	173	137	1372
Attendance below 90 percent	0	0	0	0	0	0	57	25	18	24	57	37	22	240
One or more suspensions	0	0	0	0	0	0	25	55	42	36	33	12	12	215
Course failure in ELA	0	0	0	0	0	0	2	6	2	5	33	7	2	57
Course failure in Math	0	0	0	0	0	0	2	5	1	5	20	6	4	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	42	58	67	73	63	32	0	335
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	42	63	60	65	36	45	31	342
Number of students with a substantial reading deficiency	0	0	0	0	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 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	37	53	44	52	44	35	32	297

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	6	9	2	8	33	11	0	69
Students retained two or more times	0	0	0	0	0	0	3	4	1	11	15	8	11	53

Date this data was collected or last updated
Friday 8/26/2022

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	142	101	63	69	105	31	39	550

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	17	28	7	16	49	16	0	133
Students retained two or more times	0	0	0	0	0	0	7	10	8	11	20	15	9	80

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	142	101	63	69	105	31	39	550

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	17	28	7	16	49	16	0	133
Students retained two or more times	0	0	0	0	0	0	7	10	8	11	20	15	9	80

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	40%	45%	51%				40%	47%	56%
ELA Learning Gains	42%						47%	48%	51%
ELA Lowest 25th Percentile	37%						42%	42%	42%
Math Achievement	40%	37%	38%				51%	51%	51%
Math Learning Gains	38%						49%	52%	48%
Math Lowest 25th Percentile	39%						43%	47%	45%
Science Achievement	48%	43%	40%				45%	65%	68%
Social Studies Achievement	66%	53%	48%				66%	70%	73%

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	43%	47%	-4%	54%	-11%
Cohort Comparison						
07	2022					
	2019	42%	44%	-2%	52%	-10%
Cohort Comparison		-43%				
08	2022					
	2019	36%	49%	-13%	56%	-20%
Cohort Comparison		-42%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	50%	51%	-1%	55%	-5%
Cohort Comparison						
07	2022					
	2019	52%	47%	5%	54%	-2%
Cohort Comparison		-50%				
08	2022					
	2019	33%	32%	1%	46%	-13%
Cohort Comparison		-52%				

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	34%	40%	-6%	48%	-14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	54%	67%	-13%	67%	-13%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	72%	69%	3%	71%	1%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	60%	68%	-8%	70%	-10%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	57%	4%	61%	0%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	61%	-16%	57%	-12%

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	18	31	29	22	34	43	27	52	58	100	74
ELL	21	54									
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			
WHT	46	43	34	47	40	43	55	72	74	85	91
FRL	34	40	38	34	36	37	45	62	73	100	77
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	29	26	19	20	13	13	29		100	79
ELL	13	15		7	30						
BLK	30	35	28	19	20	17	21	50	53	95	92
HSP	28	33	17	35	38	33	35	54			
MUL	48	52		48	38		53	73			
WHT	44	44	35	44	31	25	47	59	68	97	96
FRL	33	37	29	30	27	20	36	50	66	91	95
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	37	36	31	38	35	22	50	60	73	82
ELL	31	67		31	33						
ASN	58	50		83	55						
BLK	31	44	45	40	46	48	35	54	50	94	90
HSP	44	50	38	55	56	60	44	59			
MUL	46	36		52	41		73	73			
WHT	43	48	42	54	51	42	47	71	62	89	94
FRL	32	42	38	42	47	42	37	57	61	87	93

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	0
Total Points Earned for the Federal Index	605
Total Components for the Federal Index	12
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	25
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	45
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	57
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

While our overall rank compared to local Title 1 schools remains strong, we still lag behind the district and state in 8th grade math (Pre Algebra & Algebra 1 Honors) and in learning gains for both English & Math (overall gains & L25).

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

The data we are most focused on for improvement continues to be L25 gains for English and Mathematics, proficiency in 8th grade Science and proficiency in US History. We continue to believe that an improvement in reading proficiency will result in an improvement in science and history.

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

Two factors contributed to this need for improvement. The first was staffing. We had a total of 5 teacher vacancies last year in English and math. We addressed this factor by being very aggressive with recruiting over the summer. We currently have zero vacancies. The second factor was a lack of vertical alignment with ELA and mathematics.

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

The data components that showed the most improvement in 2022 were L25 mathematics and Social Studies Achievement. L25 math had a 16 percentage point gain, while social studies had a 10 point gain.

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

In 2022, the school had a targeted approach to supporting L25 students in mathematics. They were identified by teachers in September, and math teacher IPDPs focused on remediation for this student group. Social Studies improvement was primarily driven by an increase in US History proficiency. While we still lag behind the state and district average, we had a 9 percentage point increase year-over-year. This was primarily driven by the hiring of an effective teacher.

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

In order to accelerate learning, teachers need to plan and deliver cognitively engaging lessons centered on WICOR strategies. In addition, intrinsic motivation in students need to be improved by helping them explore, decide and pursue post-secondary plans. Finally, improving classroom and school culture with a focus on student voice needs to take place.

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.

During preplanning, and 1 time per month in PLC, teachers will be trained in implementing WICOR to increase engagement. This will include PD in lesson planning, unpacking benchmark standards, peer observation and mentoring. To address intrinsic motivation, teachers will be taken through a series of PD sessions during preplanning in order to better understanding the MyLife Portfolio series of activities for 6th-12th grade. Finally, on Early Dismissal days, staff will be provided PD on best-practices in improving classroom and school culture.

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

To ensure sustainability, all contents will plan together for 6th-12th grade. We will also increase our staffing to include math and reading interventionist. We have created an MTSS team to better identify truancy, behavior and academic concerns earlier with assigned interventions with tracking.

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.	Using the student results of our 5 Essentials survey, classroom walkthroughs and observations, and student focus groups, student engagement in ELA became an area of concern. This is made further evident with our FSA Reading results from 2022-2023 where only 42% of our students made a learning gain, and only 37% of our L25 made a learning gain.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When observed, 80% of our ELA classrooms will be utilizing a WICOR strategy 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 ELA 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.
Person responsible for monitoring outcome:	Michael Townsend (townsendm@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

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.

PD on WICOR strategies, lesson planning and best-practices in PLC.

Person Responsible	Michael Townsend (townsendm@duvalschools.org)

Coaching cycles on lesson planning with instructional modeling for new teachers.

Person Responsible	Michael Townsend (townsendm@duvalschools.org)

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

Person Responsible   Michael Townsend (townsendm@duvalschools.org)

Creation of Common Planning by Department in grades 6-12.

Person Responsible   Michael Townsend (townsendm@duvalschools.org)

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   Michael Townsend (townsendm@duvalschools.org)

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   Michael Townsend (townsendm@duvalschools.org)

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)

Hire a full time Social Studies teacher for High School using Title 1 funds. This individual will support students via standards-based instruction in mastering standards related to US History, Government & Economics.

Person Responsible   Michael Townsend (townsendm@duvalschools.org)

Purchase 20 printers to be placed in classrooms using Title 1 funds. These printers will be for student usage as they participate in WICOR-based activities that increase student engagement with standards.

Person Responsible   Michael Townsend (townsendm@duvalschools.org)

Creation of the Instructional Resource Team that will meet monthly to ensure implementation of SIP strategies and modify/extend as needed.

Person Responsible   Michael Townsend (townsendm@duvalschools.org)

Conduct a half-day summer planning session with staff across all grade levels and contents to address student engagement in ELA.

Person Responsible   Michael Townsend (townsendm@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Post-Secondary Readiness	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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.
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.
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 teachers as students complete MyLife Portfolio 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.
Person responsible for monitoring outcome:	Michael Townsend (townsendm@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students will work to complete activities as they build their MyLife Portfolio. This series of activities 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 Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. The creation of a portfolio allows students to build this aware over a seven year continuum as opposed to waiting for 12th grade.

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.

Person Responsible   Michael Townsend (townsendm@duvalschools.org)

Allow ELA teachers TDE planning time to create YAAG for the MyLife Portfolio as well as to plan individual activities for each grade level.

Person Responsible Michael Townsend (townsendm@duvalschools.org)

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

Person Responsible Michael Townsend (townsendm@duvalschools.org)

Hire a full time Graduation Coach using Title 1 funds. This individual will support students in pursuing a post-secondary pathway of college, career or service.

Person Responsible Michael Townsend (townsendm@duvalschools.org)

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.

Person Responsible Michael Townsend (townsendm@duvalschools.org)

Allow graduation ready 12th grade students to add OJT courses to senior schedules and are employed in industry.

Person Responsible Michael Adams (adamsm2@duvalschools.org)

Hire a full time Science Teacher using Title 1 funds. This individual will support students involved with peer counseling and support high school students in pursuing a post-secondary pathway of college, career or service.

Person Responsible Michael Townsend (townsendm@duvalschools.org)

Hire a full time Middle School Dean using Title 1 funds. This individual will support students involved with peer counseling and support middle school students in pursuing a post-secondary pathway of college, career or service.

Person Responsible Michael Townsend (townsendm@duvalschools.org)

Creation of the Instructional Resource Team that will meet monthly to ensure implementation of SIP strategies and modify/extend as needed.

Person Responsible Michael Townsend (townsendm@duvalschools.org)

Hire a full time Graduation Coach for High School using Title 1 funds. This individual will support students in their post-secondary planning leading up to graduation.

Person Responsible Michael Townsend (townsendm@duvalschools.org)

Hire a full time Dean for Middle School using Title 1 funds. This individual will support students in their post-secondary planning using PBIS strategies to encourage students to explore & decide for their post-secondary pathway.

Person Responsible [no one identified]

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.

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

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

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