



SCHOOLS TO WATCH – VIRGINIA

BAILEY BRIDGE MIDDLE SCHOOL – VISITOR’S GUIDE



Bailey Bridge Middle School



Designated in 2017

Bailey Bridge Middle School
 Chesterfield County Public Schools
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2016-2017 School Statistics

(Student enrollment as of March 24, 2017)

Community: Chesterfield County
 Enrollment: 1411
 Grade Levels: 6-8
 School Schedule: Alternating Block

Student Demographics

- 64% White
- 19% African American
- 8% Hispanic
- 6% Multi-Racial
- 3% Asian
- <1% Native American
- 14% Special Education
- 2% English Language Learners

Fully Accredited by VDOE: 2014, 2015, 2016
 Math Pass Rates 82%, 84%, 88%

English Pass Rates 79%, 78%, 83%
 Science Pass Rates 79%, 83%, 87%
 History Pass Rates 87%, 92%, 95%

School Characteristics and Replicable Practices

Academic Excellence

- The Bailey Bridge Middle School is known for its high academic excellence. A few highlights of the school's successes include a 25 point gain on 6th grade English scores for students with disabilities. Students with disabilities also increased 16 percentage points in their 6th grade math SOL and 8th grade civics SOL. Eighth grade science SOLs increased 13 points when the district's overall rate dropped 4 points. Students taking the 8th grade math SOL test had a 99% pass rate. Bailey Bridge grew 8 points on the SOL Writing exam while the division saw a 9 point drop.
- Our middle school students are able to take high school courses in the morning during the high school's first period, before our school starts. 35-50 students enroll each year to take Latin, German, Algebra 2 and geometry.
- Chesterfield County Public Schools has made a commitment to enroll 95% of all 8th grade students in Algebra 1. Last year 93% of BBMS students passed the Algebra 1 SOL test, thus receiving a verified credit for Algebra 1 that counts towards high school graduation.
- Common assessments, administered through an online test software called PowerSchool, are a major focus of Professional Learning Communities. The program provides detailed reports that the teachers then used to track students' growth and to remediate identified concepts. PLCs meet during common planning times that are strategically built into the master schedule.
- Teachers at BBMS are exploring ways to use Project Based Learning (PBL) in the classroom to simultaneously deliver SOL content and creative learning through problem solving. Through the project, students refine skills of inquiry, clear communication, and revision as they develop their presentation of a solution. For instance, the science

department at BBMS is implementing PBL to enhance the traditional science fair model to include a “Shark Tank” style project where students must design a cup that is “Better than a Yeti.”

- Kagan Cooperative Learning is an approach to instruction that encourages productive group work in which every student is an active participant taking on the role of both coach and learner. Kagan structures engage students in their learning through discussions, team and class building activities, and structured activities
- MyAccess is an online writing tool used by 7th and 8th graders at BBMS. This program provides instant feedback to students in the areas of Content and Development, Focus and Meaning, Organization, Language Use, and Mechanics and Conventions. Teachers can comment on students’ writing and monitor their growth through Student Portfolios.
- Students identified as gifted learners through standardized testing are clustered together in core classes and teachers differentiate their Honors lessons within those classes.

Developmental Responsiveness

- PBIS (Positive Behavior Interventions and Supports) is a schoolwide effort at Bailey Bridge Middle School. The ROAR model (Respect, Organization, Appropriate Behavior, and Responsibility) was developed to support positive behavior and achievements. The ROAR model is applied in every possible location that students use in a school setting to clearly illustrate expected behavior wherever the student may be. We also use a three-tiered support system complete with a wide variety of resources for teachers. Data shows that students spending time in ISD (In School Detention), students who received OSS (Out of School Suspension), students who received a second (or multiple) referrals all dropped during the 2014-2015 school year to 2015-2016.
- The Success Program at Bailey Bridge Middle School is a PBIS Tier 3 intervention for students in grades 6-8. It focuses on monitoring and improving attendance, academics, and behavior. Students receive support with classwork, homework, projects, make-up work, etc., all in a small group setting.
- Den Time, a 30 minute period, meets twice per month to allow teachers to implement character education lessons created by our School Counseling department. Topics discussed include kindness, ROAR Expectations, Core Values, bullying prevention, career awareness, and service learning.
- Bailey Bridge Middle School offers a wide variety of unique clubs for students of all grade levels. Some of the clubs includes Pep Band, Theatre Club, Trading Card Club and Sign Language Club.
- Bailey Bridge offers many intramurals for the student who enjoys activities of a less competitive nature. These activities are completely voluntary and allow students to participate regardless of experience or ability. Activities include archery, ping pong, juggling, and football.
- The Student Council Association (SCA) is an organization where students are elected by their peers to serve as class representatives and student leaders. Each SCA representative serves as a student leader for his/her class, relaying school wide information to his/her peers as well as gathering student input for school wide programs.
- A large part of school spirit stems from the many sports teams at Bailey Bridge Middle School. Sports currently offered include Cross Country, Track and Field, Boys' and Girls' Basketball, Boys' and Girls' Soccer, and Cheerleading.
- The Theatre Club was established in 2012 and is open to all students at all grade levels. Students do not need to be in any theatre arts class to attend this club. The annual talent show, open to all students, is rehearsed and performed after school in the fall. A main stage play is performed in the spring, and it is also open to all students to audition. Since 2013, BBMS is the only school in central Virginia to have an International Thespian Society Jr., which now totals 28 members.
- Broadway Bears, a two week musical theatre summer camp hosted by the theatre and chorus teachers, is open to all rising 7th to rising 9th grade BBMS students. Broadway Bears is dedicated to capturing a child’s creativity in an academic environment and guiding artistic gifts into usable life skills.
- In November, BBMS hosts a Career Day featuring almost 60 guest speakers who talk to our students about their careers, the education needed for that career, and how they reached their career goals. Students hear six twenty-minute presentations from all walks of life and educational levels during the course of the day.
- In an effort to provide 8th grade students the opportunity to further their physical fitness and health, Bailey Bridge Middle School has created the following three electives: Fit for Life, Adventure Recreation, and Sports Management/Adventure Recreation. Fit for Life is a year long class geared for the high functioning athlete or student who wants to improve their physical fitness. Adventure Recreation is a semester elective that provides students with opportunities for outside non-traditional activities such as fishing, bowling, biking, frisbee golf, golf, geocaching, and archery. Adventure Recreation/Sports Management is a year long class that combines the Adventure Recreation curriculum and includes learning the management piece of athletics.

- Make it Your Business and Video Game Design are two of the many elective classes available at BBMS. The instructor of these classes literally wrote the curriculum that is now being used in the entire division. In Make it Your Business, enrolled students create and maintain a school store where all students can spend their Bear Bucks, visit local corporations including UPS and Amazon, all the while learning critical business components aligning with high school curriculum. In 2016-2017, the Video Game Design class will add a coding component using Minecraft software developed for schools.
- Currently, BBMS serves 38 students in READ 180, one of the largest READ 180 programs in CCPS. READ 180 is designed to assist students make measurable gains in reading achievement through a comprehensive, research-based reading intervention program.
- The Structure Room has been set aside for students with IEPs who have accommodations for “oral administration” and “small group testing”. This room is manned by an Instructional Assistant (IA-SE). The other purpose of this room is for students with Autism or Emotional Disabilities who need a quiet space to de-escalate when the rigors and stimulation of the school environment become too overwhelming.

Social Equity

- One unique approach to meeting student needs has been through the pervasive use of the school mascot as part of the students’ social identity. All grade level teams are referred to with Bear names: Pandas, Polars, Grizzlies, etc. The school building itself is The Den and a variety of Bear-themed language has been created: Beartropolis to refer to the overall school community; PAWesome; PAWfect; GRRReat, etc. Bailey Bridge’s school community encompasses a wide range of socio-economic backgrounds but all students can find a sense of belonging when they are in The Den and work together as Bears.
- The Paws Pantry at Bailey Bridge has been active for three years. This is an in-house program providing food for families in need. In addition to providing bi-weekly family meals, there is a Bear Bites cart for students to access during the school day when they do not have breakfast or lunch items and do not qualify for the school lunch program.
- During the third nine weeks of the 2015-2016 school year Bailey Bridge Middle School created a pilot program, Bear Repair, using approximately 30 7th grade students at risk for being retained. The Bear Repair program took place Monday through Thursday. Students spent an additional hour and fifteen minutes at school with adult support to complete their daily homework, plan and complete long term projects, and build organization and study skills.
- During the 2015-2016 school year an additional day for Den Time was added once a week from October to April to focus on targeted remediation for language arts. Remediation plans were created by each language arts PLC to provide targeted remediation to identified students. In the 2016-2017 school year BBMS will have Den Time every day from October to April to provide targeted instruction in all four core subject areas.
- The Student vs. Faculty Basketball Game has grown such that it must be held in the gymnasium of Manchester High School and last year boasted over 800 attendees: former, current and future Bears.
- Clover Hill Assembly of God and Parkway Baptist Church serve as faith community partners with BBMS. These local institutions support the school monetarily by donating to students in need and providing meals to celebrate the work of teachers, but even more than that they participate in student-centered programs like Bear Repair and 516 (a student-led Christian organization that meets weekly before school).
- Environmental Week at BBMS started many years ago to coincide with Earth Day, April 22. During this week students have donated money to various environmental causes such as the Chesapeake Bay Foundation and the James River Foundation. Annually, grade levels are assigned an environmental project.
- The BBMS Math Department offers help sessions Tuesday-Friday at each grade level October-April. Students can come in half an hour before school starts and receive help on their homework or a specific topic.
- Each summer BBMS offers an Introduction to Algebra class as an opportunity for students to receive extra math help before entering Algebra 1 in the fall of their 8th grade year. Approximately 45 students participate each year.
- The 2015-2016 school year was the first year for CCPS’ only middle school Autism Day Program which is housed at BBMS and is composed of three students, three Instructional Assistants, and one teacher. The students in this program have significant educational, behavioral, and social deficits and who, in the past, may have been enrolled in private day programs. The students have integrated quite well at BBMS, being able to walk in the halls while other students are in class, and two of the students began changing into PE uniforms for their special PE class.
- Students in the Moderate Intellectual Disabilities program are very active in the school community. The students, under the supervision of a teacher and an Instructional Assistant, stock the cafeteria, clean cafeteria tables, dust library shelves, shred documents for staff members, wash gym uniforms for the HPE department, sort lost and found items, change the BBMS marquee sign, and occasionally have the faculty sample what the students make in cooking

class. They host a store periodically during the year to sell handmade objects, school supplies, and small gifts to staff and students and are involved with Special Olympics (roller skating, track and field).

- Exceptional Education teachers are active participants in team meetings with planning events, supporting teachers, and mentoring general education teachers on different disabilities, interpreting IEPs, and providing of accommodations. Bailey Bridge has adopted an inclusive model of instructing Exceptional Education students and teachers frequently request to co-teach over the course of many years.
- Bailey Bridge Middle School is entering the third year in which every student receives a Chromebook. Chromebooks provide students with daily access to technology as they strengthen their focus on college and career readiness. A variety of instructional resources have been provided by both the district and the school to enable teachers to have interactive digital content in their instruction.
- In conjunction with PBIS, BBMS uses SWIS (School Wide Information System) for gathering, maintaining, and reviewing data on student referrals. This has helped us greatly because SWIS allows us to easily target very specific information as it pertains to student offenses and behavior. This type of quick access allows BBMS to make informed decisions to best support students.

Organizational Support

- The Bailey Bridge Middle School develops a master schedule with a student-centered approach. Resources and staff are planned and allotted to best meet the needs of all of students. All students, with the exception of a few special cases, are purely teamed. Grade level teams share approximately 150 students and include two language arts teachers, two math teachers, one science teacher, and one social studies teacher. Students have math and language arts every day and science and social studies every other day. This teaming approach allows teachers to meet weekly to address issues within the team and to provide support to the students in each class. Behavior expectations are consistent across teams and align with the school wide PBIS model. Professional Learning Communities are made up of teachers from the same subject area and grade level in the four core areas. Elective and health/PE teachers also work within PLCs made up of common subject areas. Common planning is provided for teachers on the same team and same PLC every day. The school also places great value on the placement of students in the classroom. We focus on keeping our collaborative classes at the lowest numbers possible, and we place other identified groups on the same teams whenever possible to best support the students academically; this would include ESOL, gifted, and double-accelerated math students.
- The Teacher Leadership Team at BBMS is composed of teacher leaders such as PLC leaders, Team Leaders, Department Chairs, and the administrative team. Throughout the year this group is integral in making decisions for the school, providing feedback to administration, and helping in the decision making process and direction of school initiatives. There are many times when important decisions are made by voting to allow for a democratic process.
- The PTA and faculty at BBMS have a strong working relationship. Each year 100% of the faculty joins the PTA.
- BBMS hosts a yearly VIB (Very Important Bears) Night to welcome rising 6th grade parents and students in February. Information is presented on scheduling, how middle school differs from elementary, and students are introduced to their elective options so they can make informed decisions about their 6th grade schedule. Students are also able to tour the building and meet potential teachers.
- Bear 101 is a four day summer program designed to ease the transition to middle school and to ensure that students have the skills necessary to succeed at Bailey Bridge. The three main goals of the program are for students to develop positive relationships with teachers and other students, to have the opportunity to become familiar with the school building and school procedures, and for students to develop skills to help them succeed in middle school.
- Evening events, such as Back to School Night, are also arranged in the fall before the first week of school for students to allow them time to walk their schedules and officially meet teachers. Guided tours are available for families to see everything the school has to offer. These events are well-attended and are supported by the BBMS PTA.
- Quarterly, teachers are asked to nominate students who demonstrate our CCPS Core Values: Respect, Responsibility, Accountability, and Honesty. Teachers write a short statement about how they have seen the student exemplify the Core Value and students are recognized in front of their peers and parents at a breakfast ceremony. BBMS believes in recognizing students for their character as well as academics.
- In order to be consistent and fair, the administrative team has developed a school wide discipline matrix to guide interventions, supports, and consequences. The goal is to be equitable to all student groups and to track data over time to see where we are consistent or not, and to modify our practice in real time as needed.